

# Sunshine Pre-School

St. Marys Infant & Junior School, Dellsome Lane, HATFIELD, Hertfordshire, AL9 7NE



## Inspection date

12 July 2017

Previous inspection date

16 March 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Staff are highly skilled. They help children to manage their feelings and to express them in a positive way. Staff support all children to behave well. They use their training on successful behaviour management to excellent effect.
- The special educational needs coordinator and key persons offer excellent support. Staff work closely with parents and other professionals. They put in place specific plans tailored to children's specific needs that help children to achieve.
- The teaching in adult-led small-group sessions is particularly effective in supporting children to develop their concentration and to share their thoughts and ideas.
- The support for children's communication is exceptional. Staff use a wide variety of strategies to enable all children to express themselves. The teaching has a very positive impact on children's progress and achievement, helping them to overcome any gaps in their learning.
- Partnerships with parents and carers are superb. Staff work very closely with families and other professional to ensure children make the best possible progress.
- Staff successfully evaluate all aspects of their practice. The team benefit from the high level of support from the management team. The regular supervision meetings help staff to identify aspects of already excellent practice that they can enhance.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- explore further ways to enhance the already very effective transition arrangements to school to help children adjust to some of the aspects that are unfamiliar to them.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held meetings with the pre-school manager and deputies. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents and carers during the inspection and took account of their views.

### Inspector

Alison Reeves

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The well-qualified team has put in a tremendous amount of time and effort to raise the quality of the provision to an exceptional level. The arrangements for safeguarding are effective. Staff understand the decisive action required if there are any concerns about children's well-being. Staff track children's progress extremely closely and take positive steps to help them close any gaps in their learning. Staff work very hard helping children to make the move on to school and have identified how they can improve this even further. Staff provide exceptional opportunities for all children to participate in experiences in all areas of the learning programme. They invite feedback from others and are quick to put in place any new ideas that they can see will help them to support children's learning.

### **Quality of teaching, learning and assessment is outstanding**

Teaching is underpinned by detailed knowledge of how children learn and their specific needs and interests. All staff have very high expectations of what children can achieve. Children have enormous fun at 'The Beach'. They build sandcastles and pretend to paddle. Staff support children to explore their ideas and to recall their experiences of the seaside. Children continue their creative learning as they make underwater themed pictures. They use a wide selection of materials to make complex textured pictures. Children show that they know a lot about life under the waves. The interaction throughout the activities is excellent. Staff balance questioning and narration extremely well. Providing children with ample opportunity to think for themselves and to share their ideas. Staff frequently observe children. They make accurate assessments and devise precise plans for helping children to achieve their next steps in learning.

### **Personal development, behaviour and welfare are outstanding**

Relationships between staff and children are excellent. Staff provide children with the high-quality support and guidance they need. They plan the learning environment so children can make choices and decisions about what they do for themselves. Children learn indoors and outdoors, and gain a firm grounding in how to keep themselves safe. They explain what the sound of the bells means and understand why they wear hats and apply sun cream on sunny days. Children develop high levels of confidence in their abilities and enjoy the praise they receive for their positive attitude to learning and their achievements. Children are friendly, polite and helpful. They are interested in the world around them and enjoy finding out about different people.

### **Outcomes for children are outstanding**

Children make exceptional progress from their starting points. They quickly acquire the valuable skills that they need for the next stage in their learning, such as in school. Children practise getting dressed as part of their pretend play. They demonstrate responsible behaviour as they help to tidy up. Children listen attentively and participate well. They demonstrate their growing understanding of letters and sounds as they match rhyming words. They use numbers in their play to count and organise groups of objects.

## Setting details

<b>Unique reference number</b>	EY337415
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1092787
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Patricia Bundy
<b>Registered person unique reference number</b>	RP907991
<b>Date of previous inspection</b>	16 March 2015
<b>Telephone number</b>	07966 461549

Sunshine Pre-School registered in 2006. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above, including one with an early years foundation degree. The pre-school opens from Monday to Friday, during term time. Sessions are between 8.40am until 3.10pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children who have special educational needs and/or disabilities.

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