

# Sunshine Pre-School (morpeth)

Morpeth Methodist Church, Howard Terrace, Morpeth, Northumberland, NE61 1HU



## Inspection date

6 September 2017

Previous inspection date

5 August 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager and staff team have worked hard since the previous inspection to address all actions and recommendations raised. They regularly review the quality of their practice, and use effective action plans to target areas of development. They gather ideas and suggestions from children and parents, to aid with their evaluation processes.
- Staff continually follow children's interests through play. They read stories to children and encourage them to think about what might happen next. Staff talk to children about different features of the story and engage them in conversations about their own experiences. They effectively promote children's language skills.
- Children behave well. Staff encourage children to think of ways that they could help other children join in with activities. For example, staff encourage children to count how many resources they have compared to others. Staff provide an abundance of praise as children share resources, helping to promote children's sense of self-esteem.
- Children are confident learners. They demonstrate good mathematical skills. They use building blocks to create tall structures. Children begin to make comparisons between sizes and use their good counting skills to find out how many blocks high their tower is.

### It is not yet outstanding because:

- Staff have not fully thought about how the daily routines occasionally, interrupts children's play.
- The manager has not yet considered ways to analyse the progress made by different groups of children.

## What the setting needs to do to improve further

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

- enhance how staff prepare children for what is happening next, to minimise interruption to children's play
- build on existing monitoring systems to analyse the progress made by different groups of children to target teaching precisely, and promote excellent outcomes for all.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with children and staff during the inspection.
- The inspector completed an evaluation of an activity with the pre-school manager.
- The inspector spoke with the pre-school manager at convenient times. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Emma Allison

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff demonstrate a thorough knowledge of the signs and symptoms of abuse, and how to respond to concerns they may have about a child. They are deployed effectively and supervise children well. Staff complete regular risk assessments of the environment and maintain their vigilance throughout the session to identify and minimise hazards. For instance, staff mop the floor between water-play sessions to reduce the risk of slipping. The manager has embedded effective supervisory sessions. She meets regularly with the well-qualified staff team to discuss current practices and identify any training needs. Staff evaluate what they do and think about ways to improve their practice. For example, following recent training, staff have reviewed how they support learning for three-year-olds. They have implemented more opportunities for children to make choices in their play and offer more activities that are appropriately matched to children's individual levels of development.

### Quality of teaching, learning and assessment is good

Staff play alongside children and effectively model how to use resources. For example, children are encouraged to use scissors correctly when cutting paper. Staff complete regular observations and assessments of children's learning and use this information to accurately plan for what children need to learn next. Staff share information with parents about their children's progress and invite them to contribute to their child's online learning journal. Staff effectively promote a consistent approach to children's learning.

### Personal development, behaviour and welfare are good

Children's physical skills are well supported. For instance, children engage in ball games. They roll balls back and forth, and use scoops to catch and throw balls in the air. Staff take children on regular outings, encouraging them to explore their surroundings. For example, staff take children on 'bug hunts' around a local community garden. This helps to develop children's understanding of the world. Staff provide children with healthy choices during mealtimes. They encourage children to develop good self-care skills and to follow good hygiene practices.

### Outcomes for children are good

All children make good progress from their starting points. They are independent and motivated to learn. Children make marks using a variety of media and materials and talk about the different marks they make. They talk to others about their creations and provide a running commentary as they play. They demonstrate good communication skills. Children enjoy using different tools to make marks in dough, and paint on large sheets of paper with brushes. Their literacy skills develop well. Children are equipped with the key skills needed for future learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY493095
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	1096067
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Joanne Penfold
<b>Registered person unique reference number</b>	RP901086
<b>Date of previous inspection</b>	5 August 2016
<b>Telephone number</b>	07980338014

Sunshine Pre-School (morpeth) registered in 2015. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The pre-school opens Monday, Wednesday and Friday, term time only. Sessions are from 9.30am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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