

# Sunshine Pre-School

The Pavillion, Recreation Ground, Dunkirk Avenue, Desborough, Northamptonshire,  
NN14 2UB



## Inspection date

Previous inspection date

13 November 2017

1 April 2014

| The quality and standards of the early years provision | This inspection:     | Inadequate | 4 |
|--|----------------------|------------|---|
|  | Previous inspection: | Good       | 2 |
| Effectiveness of the leadership and management         |                      | Inadequate | 4 |
| Quality of teaching, learning and assessment           |                      | Good       | 2 |
| Personal development, behaviour and welfare            |                      | Inadequate | 4 |
| Outcomes for children                                  |                      | Good       | 2 |

## Summary of key findings for parents

### This provision is inadequate

- The provider has not given Ofsted the information they need to check the suitability of all committee members.
- The arrangements for performance management are not strong enough to support continuing professional development and build on the good quality of teaching and practice.
- Occasionally, staff working with younger children, do not fully support them to use the correct pronunciation when introducing new vocabulary.

### It has the following strengths

- Overall, the quality of teaching is good. Staff offer a broad range of activities, which covers all areas of learning. Children make good progress in their learning and development.
- Staff consistently support children in their mathematical development. They make good use of opportunities to help children develop a secure understanding of number, shape and measure during daily routines and play activities.
- Children develop good physical skills. They are active throughout the day and play with a range of toys and equipment, indoors and outdoors.
- Staff work with parents and other professionals to make sure children who have special educational needs and/or disabilities are supported well.
- Children enjoy their time at pre-school and develop strong emotional attachments to the people that care for them.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

### Due Date

- ensure Ofsted are provided with all the necessary information on committee members to enable them to ascertain their suitability in a timely manner. 14/12/2017

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

- build further on arrangements for performance management, to strengthen continuing professional development, and to help to achieve the best possible outcomes for children
- enhance teaching skills that help children to use the correct pronunciation of new vocabulary and further support their good speaking skills.

## 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 children and staff during the inspection.
- The inspector held a meeting with the pre-school manager. He looked at relevant documentation and evidence of the suitability of staff working with children.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.

## Inspector

Peter Towner

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider has not notified Ofsted of changes to the committee. Committee members have failed to submit the required documentation for suitability checks. Consequently, Ofsted has not been able to establish if all persons responsible for the pre-school are safe and suitable for their role. This is a repeat mistake from an historical action and indicates a lack of efficiency in leadership and management. However, there are appropriate checks in place to establish the suitability of staff working closely with children. Staff are fully aware of the signs and symptoms of abuse and demonstrate a clear understanding of how to report concerns. The arrangements for monitoring staff performance to promote professional development are not strong enough to build on the good quality of teaching. As a result, staff miss opportunities to learn about new ideas and share good practice. The manager and staff take account of the views of children and parents when planning improvements.

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

Staff use their observations and assessments of children to build on what they know and can do. They carefully plan interesting activities to support individual children in their learning. For example, in baking sessions, small groups of children extend their language and mathematical skills. They practise counting as they measure ingredients for baking, deciding if they need more or less flour for the dough. Staff promote effective conversational language and good thinking skills. They come alongside children, chat and ask thought-provoking questions about their play activities. This supports their confidence and self-esteem. However, on occasions, they miss openings to correct the pronunciation of new vocabulary and to model clear speech.

### Personal development, behaviour and welfare are inadequate

Children's welfare cannot be assured as the procedures to ensure suitability of the management of the pre-school, are not sufficiently rigorous. Nevertheless, other aspects of children's welfare are effectively promoted. Children benefit from learning about a healthy lifestyle. They eat nutritious snacks and have daily opportunities for fresh air. Children are very respectful and considerate of others. They are polite and behave well, taking turns and sharing toys. Children develop good independence as they freely explore their environment, pour their own drinks, and put their own coats and shoes on. They have many opportunities to learn about people and services in their community, use public transport, and gain an understanding of the wider world.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress in their learning and development. Children are good communicators. They are motivated to learn and persevere with tasks. Their early literacy and mathematical skills are promoted well. They enjoy looking at books and listening to stories and singing familiar songs. Children practice their skills in real-life situations and become confident learners. They are acquiring good skills for their future learning and eventual move on to school.

## Setting details

|  |                              |
|--|------------------------------|
| <b>Unique reference number</b>                   | 219999                       |
| <b>Local authority</b>                           | Northamptonshire             |
| <b>Inspection number</b>                         | 1087666                      |
| <b>Type of provision</b>                         | Sessional 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>                    | 24                           |
| <b>Number of children on roll</b>                | 25                           |
| <b>Name of registered person</b>                 | Sunshine Preschool Committee |
| <b>Registered person unique reference number</b> | RP522418                     |
| <b>Date of previous inspection</b>               | 1 April 2014                 |
| <b>Telephone number</b>                          | 01536 763169                 |

Sunshine Pre-School registered in 1992. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 6. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 12 noon and 12.30pm until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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