

Sunbeams Pre-school

The Village Hall, Easthill Lane, Bramerton, Norwich, Norfolk, NR14 7EQ



Inspection date	29 November 2017
Previous inspection date	8 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 well-established, qualified and experienced, staff team is committed to providing children with high-quality care and education. The team continually reflect on the quality of the provision and seeks the views of parents. This helps staff to make positive changes and to develop and improve the pre-school further.
- Staff demonstrate a good understanding of how children learn and develop. They get to know the children and plan activities that build on their interests. Staff support children appropriately to make good progress in their learning in readiness for starting school.
- Parents speak highly of the pre-school and state their children enjoy attending and are making good progress. They comment positively about the outdoor learning activities.
- Staff pay close attention to health and safety. They complete thorough risk assessments of the environment and outings. Staff are vigilant and carry out daily checks on the premises to ensure that all areas used by the children are safe and suitable. Staff carry out their responsibilities to safeguard children diligently.
- The pre-school is well established within the community. Children use facilities, such as the local woods, playground and mobile library van.

It is not yet outstanding because:

- The manager does not use the information for analysing the progress made by different groups of children well enough.
- On occasions, staff do not make the most of opportunities to extend children's thinking skills.

What the setting needs to do to improve further

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

- use information from assessment more effectively to monitor the progress being made by different groups of children and check that all groups receive the support they need to help them achieve at the highest levels
- provide children with more opportunities to link their thoughts and develop their own ideas.

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

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

Staff make regular observations of children during their play and carefully plan activities that provide challenge. Staff work in close partnership with parents and other professionals to provide additional support when necessary. The manager spends additional funding effectively, such as the early years pupil premium, to help promote children's development. Safeguarding is effective. All staff understand their role in protecting children from harm and understand what to do should they have any concerns about children's welfare. The manager has regular discussions with staff and checks their continuing suitability to work with children. Staff develop their skills through professional development opportunities, which help ensure outcomes for children are good.

Quality of teaching, learning and assessment is good

Staff carefully organise the environment so that children have opportunities to play with a wide range of toys and resources. Children choose what they would like to do next. For example, they investigate plastic animals in the sand, use headphones to listen to music and experiment with items, such as water and leaves, in the outside kitchen. Staff interact purposefully. They get down to the children's level and join in with their play experiences. Staff support children's mathematical understanding well. They seize opportunities to incorporate numbers into children's play. Children are keen to join in with planned adult-led activities. They engage well and show good concentration and perseverance, for example, as they use scissors to cut along a line.

Personal development, behaviour and welfare are good

Children are happy and enjoy their time at the pre-school. They are familiar with the daily routines, such as registration time, which help to support their emotional well-being. Staff encourage children to carry out tasks that give them responsibility. Children eagerly help staff to roll out the rug for group activities and fetch a cup of water for younger children. Staff praise children often and recognise their efforts and achievements. This helps to raise children's confidence and sense of self-esteem. Children have daily opportunities for fresh air and enjoy being active in the outdoor area, in all weathers. This helps to promote their good health and supports their physical well-being. Children follow good hygiene routines and enjoy healthy snacks in a social atmosphere.

Outcomes for children are good

Children gain the key skills to support their future learning and readiness for school. They are independent, for example, they collect their boots and put them on before going outside. Children have opportunities to count and identify numbers. They confidently speak in a group as they share items from home. Children understand that print carries meaning and learn to recognise their name during the self-registration routine. They are starting to form recognisable letters and some older children can write their names. Children eagerly look at familiar books independently and with staff. They listen well, point to and make suggestions about the pictures.

Setting details

Unique reference number	254296
Local authority	Norfolk
Inspection number	1103346
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	16
Number of children on roll	11
Name of registered person	Sunbeams Pre School Committee
Registered person unique reference number	RP905295
Date of previous inspection	8 October 2014
Telephone number	01508 538438

Sunbeams Pre-school registered in 1997 in Bramerton, Norfolk. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualification at level 3. The pre-school opens Monday to Thursday during term time. Sessions are from 9.30am until 12.30pm on Monday, Tuesday and Thursday. Wednesday sessions are from 9.15am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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