

# Sunbeams Pre-School

Bedwell Crescent, Stevenage, Hertfordshire SG1 1NA



<b>Inspection date</b>	21 November 2018
Previous inspection date	9 November 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- The quality of teaching is good. Staff provide a wide range of interesting learning experiences for children, both inside and outside. They plan activities that motivate children to learn effectively and develop new skills.
- All children, including those in receipt of additional funding, achieve well at the pre-school. Staff quickly identify where there are emerging gaps in children's progress and put plans in place to address them. For example, staff access relevant training to support their practice.
- Parents speak highly of the pre-school and the strong relationships that are established with staff. This has a positive impact on children's overall good progress.
- Children who have special educational needs (SEN) and/or disabilities are well supported at the pre-school. Staff attend training, and work with specialists and parents to ensure that they fully support all children.
- Staff give very good support to children who speak English as an additional language. For example, they use familiar words and phrases in children's home language to help them develop confidence in speaking.

### It is not yet outstanding because:

- Staff's professional development is not sharply focused on raising the quality of their teaching to the highest levels.
- At times, group activities are not organised in the best way to fully engage all children in their learning.
- Occasionally, staff do not encourage children to use their imaginative skills during art and craft activities to fully explore their ideas.

## What the setting needs to do to improve further

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

- enhance monitoring systems for staff performance and enable them to reflect on and further strengthen their teaching to the highest levels
- review the organisation of group activities to help all children engage fully in their learning
- provide more encouragement for children to explore their own ideas to extend their individual creativity.

### 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 a meeting with the pre-school manager. 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

Jacqui Oliver

## Inspection findings

### Effectiveness of leadership and management is good

The provider, manager and staff are committed to provide a high-quality learning environment for children. The staff work well as a team, and the managers are very supportive. This helps to provide a welcoming and happy atmosphere within the pre-school. Safeguarding is effective. Staff have a good understanding of their role and responsibility to safeguard children, including what to do if they have concerns about a child's welfare. Robust procedures for recruitment and to check the ongoing suitability of staff are implemented well. The manager makes good use of self-evaluation to accurately identify the strengths and areas for development within the pre-school. Parents are supported in continuing children's learning at home. For example, staff provide activity bags for children to enjoy with their families.

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

Children make good progress in their learning. Staff speak clearly and introduce new words in children's play, which helps to promote their communication and language skills. Children learn from real-life experiences, such as trips to the shops to buy milk. They also enjoy walking to the local post box to post their Christmas cards. Parents have helped to make the pre-school garden an extremely enabling environment. It is full of exciting and interesting spaces, where children can play and learn. The outdoor weighing scales encourage children to use number language as they talk about weight and comparing quantities. Children's learning is enhanced by a range of visitors to the pre-school, including police and fire officers. This helps them to develop a sense of their local community and the people who help them.

### Personal development, behaviour and welfare are good

Children are happy and settled in this warm, caring pre-school. They form strong bonds with staff, who meet their emotional and physical needs well. Children benefit from the very good settling-in procedure. Initially, staff visit the children at home to meet them in familiar surroundings. Staff talk to parents when they collect their children, and exchange good information about children's learning and care routines. Children learn to share their toys, take turns and use good manners. They enjoy fresh air and exercise every day. This helps them to develop their physical skills and supports their good health and well-being. Children learn how to keep themselves when using equipment, such as using knives at snack time.

### Outcomes for children are good

Children are curious and keen to learn. They make good progress from their individual starting points. Children play happily together and engage well in a wide variety of activities. They develop their independence, such as pouring their drinks and helping to prepare their snacks. They recognise their names, which helps to develop their early literacy skills. Children are prepared well for the next stage in their learning, including starting school.

## Setting details

<b>Unique reference number</b>	EY100973
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10063540
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Taylor, Katherine
<b>Registered person unique reference number</b>	RP511297
<b>Date of previous inspection</b>	9 November 2015
<b>Telephone number</b>	07814 041 457

Sunbeams Pre-School registered in 2002. The pre-school employs four members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday to Friday in term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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