

Sunshine Pre-school Exmouth Ltd

Gorfin Hall, Claremont Lane, Exmouth EX8 2LE



Inspection date	22 May 2019
Previous inspection date	15 June 2016

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

Summary of key findings for parents

This provision is good

- Good self-evaluation and ambitious targets are driving improvement and raising the quality of care and education for children.
- The manager and her team show strong pride in their roles and are passionate about providing high standards of care and learning for children. They work together to ensure that all children, including those with special educational needs and/or disabilities, progress from their starting points are making good progress.
- Parents are highly complimentary of the pre-school. They are thrilled with the enjoyment their children show at attending and the progress they make. Parents comment that 'it is like a second family here'.
- Staff have a strong understanding of how to meet children's individual needs. They actively promote equality and diversity. For example, they use opportunities to talk to children who make comments about the 'blue suncream' to develop their understanding of tolerance and differences.
- Staff provide sharply focused group activities to support children's literacy skills. For instance, children keenly engage in a 'rhyming rhino' game and work together to find the prop to finish the rhyme.
- Staff support children's resilience and well-being extremely well. For example, they have designed a 'positivitree' which celebrates the achievements of children and staff, for everyone who visits the setting to see.
- Occasionally, staff do not give children sufficient time to think and respond to questions they ask before they move on to the next question.
- Sometimes, the routines of the day do not make maximum use of all areas of the setting, such as the garden.

What the setting needs to do to improve further

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

- review staff's questioning techniques to allow children sufficient time to think and respond to develop their language and thinking skills even further
- improve the organisation of some parts of the routine to make the best possible use of all areas, especially the well-resourced garden.

Inspection activities

- The inspector observed the staff and children both indoors and outdoors.
- The inspector looked at a range of documents, including those confirming staff suitability to work with children.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to the manager and nominated person at appropriate times during the inspection.
- The inspector spoke to parents and took account of their views.

Inspector

Gemma Rolstone

Inspection findings

Effectiveness of leadership and management is good

The staff team is experienced and well qualified. Safeguarding is effective. Staff know how to identify potential signs of abuse and neglect. The manager demonstrates a robust awareness of wider safeguarding issues, which she shares with staff regularly to keep their knowledge current. The management team reviews its practice and includes parents and staff in the evaluation to continue to drive improvements forward. The manager uses tracking to monitor different groups of children and make incisive changes to improve outcomes for children. For example, she noticed that practice in mathematics needed strengthening and so the staff team reviewed and implemented new approaches in their teaching to support this.

Quality of teaching, learning and assessment is good

Staff are excellent role models. They model language particularly well, and children experience a wide and rich vocabulary. For instance, they introduce new words such as 'camouflage' to older children when they find a moth. Children thrive in exploring and investigating activities and confidently take charge of their learning. For example, children decide that they need tape to fix the blocks and work together to cut the long pieces to secure their creations. Staff consistently use mathematical language throughout the day and point out similarities and differences in size and quantity. This helps support children's mathematical thinking well. Staff enable children to develop an understanding of how to use simple technology. For example, children use a dictaphone to record the sound of them hammering blocks and then play it back to hear it 'sound like music'. Staff regularly observe children and monitor their progress. They know children well and plan activities linked to children's interests and next steps in learning.

Personal development, behaviour and welfare are outstanding

Children behave exceptionally well. Staff continuously encourage children to play together in harmony and use sensitive approaches to helping children understand how others feel and how to take turns. The garden is spacious and extremely well resourced, with an abundance of opportunities for children to investigate and explore as well as engage in physical play and exercise. In addition, staff regularly take children to visit their exciting allotment, where they dig, water and care for the fruit and vegetables they grow. Children delight in discovering a newly grown strawberry and call excitedly to staff to show them. This helps support children's understanding of the natural world. Children are actively encouraged to undertake challenges and staff support them to think about the risks and assess how to carry out tasks safely. For example, staff remind children to consider having a starting point to the balance beam course they make, to ensure no-one bumps into each other. Children thrive in this caring and stimulating environment and develop highly meaningful relationships with their key person.

Outcomes for children are good

Older children begin to recognise and write familiar letters. They listen to and follow instructions well as they take part in adult-led and child-initiated activities. Younger children display a love of stories as they add water to the grass to 'make it like the bear hunt'. All children are prepared well for their eventual move to school.

Setting details

Unique reference number	EY476959
Local authority	Devon
Inspection number	10075904
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	32
Name of registered person	Sunshine Pre-school Exmouth Ltd
Registered person unique reference number	RP533620
Date of previous inspection	15 June 2016
Telephone number	07790 502934

Sunshine Pre-school Exmouth Ltd registered in 2014. The pre-school operates from a community hall in Exmouth, Devon. It is open each weekday from 8am to 5pm for 49 weeks of the year. There are four members of staff. Of these, one holds qualified teacher status and three hold an early years qualification at level 3. The pre-school receives funding to provide free early education for children aged two, three and four years.

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