

# Sunshine Pre-School Group

Marryat Road, New Milton, Hampshire BH25 5NY



<b>Inspection date</b>	26 June 2019
Previous inspection date	15 December 2015

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

## Summary of key findings for parents

### This is a provision that requires improvement

- Teaching is not consistently good. The staff assessment of children's capabilities is not wholly accurate and the manager does not monitor or moderate assessments well.
- Children's learning aims do not precisely match their needs. The quality of staff interactions sometimes lacks challenge in helping children to develop good speaking skills and early mathematics.
- The manager lacks support from the provider. She has not received suitable supervision or coaching since she started her new role. Consequently, staff coaching and support to improve their personal effectiveness, specifically in teaching, are not consistently good.

### It has the following strengths

- The new manager is proactive in creating a stimulating learning environment for children to explore. Staff work hard each day to prepare the pack-away pre-school ready for children's arrival.
- Children are happy and settled and develop strong relationships with staff and their friends. They know the routine well and enjoy making independent play choices.
- Partnerships with parents and other agencies are secure. Children are emotionally well prepared for their move to school. For example, they go on trips to sample the food and recall their experiences by looking at photographs.

## What the setting needs to do to improve further

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

	Due date
improve the quality of children's assessments to ensure they are accurate and help inform precise learning aims for children	02/09/2019
improve the quality of staff interactions and teaching, specifically to help raise learning outcomes for children in communication, language and mathematics	02/09/2019
ensure supervision provides the staff and manager with effective support, coaching and training to promote fully good outcomes for children.	02/07/2019

### Inspection activities

- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a joint observation with the manager.
- The inspector held a leadership and management discussion with the manager and looked at relevant documentation.
- The inspector observed children's play and learning activities inside and outside and talked to children.

### Inspector

Lorraine Wardlaw

## Inspection findings

### Effectiveness of leadership and management requires improvement

The new manager lacks experience in leadership but shows strong commitment to her role. Her evaluation of the provision for children's welfare is good, but it is less successful for teaching and learning. Safeguarding is effective. The manager ensures staff are vigilant to safeguarding issues, are well trained and know their responsibilities. Staff carry out risk assessments and minimise hazards to keep children safe, especially on outings. They are deployed well and supervise children during activities. The manager suitably supports staff, who meet with her regularly. However, the provider does not ensure the manager receives supervision, guidance and training in her new role. This affects the quality of the supervision the manager offers her staff.

### Quality of teaching, learning and assessment requires improvement

Staff interactions and their ability to challenge and extend children's learning in play vary across the team. They do not consistently build on what children know and can do, for example by modelling new words as children happily play in sand or soil. Staff observe children and write assessments, but these do not match the outcomes and children's capabilities precisely. As a result, staff teaching is not consistently well targeted or accurately linked to what children need to learn next. Staff get involved in play and demonstrate how to use resources to develop children's physical skills. Staff share books with older children and lead a music and song time to support early literacy skills. Children sometimes count in their play, but staff are not confident in extending and modelling mathematical concepts and vocabulary.

### Personal development, behaviour and welfare are good

Children enjoy a safe and welcoming play space to grow and learn, alongside caring staff. Children behave well. Staff are good role models and offer praise and encouragement, which children thrive upon. They teach children healthy routines, such as brushing their teeth, playing outdoors regularly and enjoying nutritious snacks. Staff work closely with parents from when children first start, which helps children to settle easily. Parents report that their children are well looked after and thoroughly enjoy pre-school. The staff team ensures children gain an awareness of differences beyond their immediate family, through specific play activities throughout the year.

### Outcomes for children require improvement

Children make steady progress in their development and gain some skills in readiness for school. They show curiosity and some eagerness to explore their environment, such as playing a musical instrument or playing with magnetic shapes. However, because of the weaknesses in teaching, not all children make the progress they are capable of in all learning areas. Children join in the actions of favourite songs and sit and concentrate during turn-taking games. They enjoy handling play dough and shaving foam.

## Setting details

<b>Unique reference number</b>	109835
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10063160
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Sunshine Pre School Committee
<b>Registered person unique reference number</b>	RP517929
<b>Date of previous inspection</b>	15 December 2015
<b>Telephone number</b>	07903313276

Sunshine Pre-school Group opened in 1979. It is managed by a committee and operates from a hall in the Nedderman Centre, in New Milton, Hampshire. The pre-school operates four days a week, term time only. Sessions are from 9am to midday on Tuesday, Wednesday and Friday, and from 9am to 3pm on Monday. The pre-school receives funding to provide free early education for children aged two, three and four years. The provider employs six members of staff, five of whom hold appropriate early years qualifications to level 2 and 3.

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