

# Inspection of Little Sunbeams

4th Epping Scout HQ, Stonards Hill, Epping, Essex CM16 4QE

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Inspection date: 5 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children are happy in the pre-school. They are well behaved and sit patiently in a circle listening to staff at the start of the day. Children are good communicators and confident speakers. They answer questions and talk about toys they bring from home to show to each other. Children who are new to the pre-school settle quickly. They form close bonds with staff and this helps them to feel safe and secure.

Children enjoy exploring the resources available for them to choose. They involve staff and other children in their play and share their ideas. Children develop good skills. They paint pictures and manipulate dough which helps them to strengthen their fingers in readiness for early writing. Children are eager to participate in a range of stimulating activities that promote their learning. All children, including those with special educational needs and/or disabilities, make good progress.

Children test their skills and learn to take risks. For example, they use small hammers to tap nails into a pumpkin. They concentrate closely as caring staff show them how to use the tools safely. Children learn to be patient and wait for their turn. They learn to be caring towards smaller and younger children.

### What does the early years setting do well and what does it need to do better?

- The experienced staff team assess children's abilities from information obtained from their parents and their own observations and assessments. Staff are swift to identify any delays in children's learning. They provide effective support for parents and seek professional intervention to promote children's continuing development.
- Staff plan the educational programme in accordance with the interests of the children. They carefully plan the activities and resources they provide to engage children and motivate them to learn. Staff listen to children's requests. For instance, they rearrange the furniture when children say they prefer to use a higher table for their artwork.
- Children play and learn together in harmony. Staff gently help them to become familiar with the rules and routines and encourage strong friendships. Children sit with their friends in the cosy reading area and discuss the books together. Staff notice when opportunities arise to support children's enjoyment of stories and develop their language skills. They introduce new vocabulary and engage children in conversation about their experiences outside of the pre-school.
- Children have free access to outdoor learning. Interesting activities are provided outside to attract children and encourage their physical development. The pre-school room is well ventilated. Children learn to keep themselves safe and take part in regular fire drills to help them understand what they should do in an emergency situation.

- Staff support children to become independent. They help children to understand why they should make healthy choices at snack time. They support them as they learn to pour their own drinks. Staff promote this time as a social occasion and ask children about their preferences for their play and learning. This daily feedback encourages thinking and discussion and helps staff to understand children's wants and needs.
- The manager and staff develop good partnerships with parents. They provide parents with regular information about their children's learning. Parents say that staff are supportive and kind. Some parents were keen to offer positive feedback to the inspector and praise the staff for their nurturing care of their children. However, although parents are encouraged to continue children's learning at home, this is not always successful.
- The manager carries out regular supervision meetings with staff to ensure their well-being and training needs are met. They have faced difficulties caused by the COVID-19 pandemic together with fortitude. Refurbishments to the premises have also provided a challenge but staff have ensured that children stay safe and their learning is not interrupted.
- Staff have worked hard to maintain a clear understanding of their key children's progress and know what they need to learn next. However, these time-consuming difficulties have prevented the manager from maintaining a clear overview to ensure that the curriculum provided by staff is sharply focused and that all children make as rapid progress as possible.

## Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all of the staff are regularly trained in safeguarding. They are all fully conversant with all safeguarding matters. The manager displays safeguarding notices in areas where the staff can read them and remind themselves regularly. Staff are aware of the signs that could indicate that a child is at risk. They understand their responsibilities to protect the children in their care. Staff are aware how to record and report any concerns they may have. The manager is aware of safer recruitment procedures and regularly checks that staff remain suitable to work with children.

## What does the setting need to do to improve?

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

- continue to build a coherently planned curriculum that focuses sharply on children's individual learning needs and helps to ensure their rapid progress
- increase support for parents to help them engage more effectively in continuing their children's learning at home.

## Setting details

<b>Unique reference number</b>	EY554996
<b>Local authority</b>	Essex
<b>Inspection number</b>	10174947
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Little Sunbeams Epping CIC
<b>Registered person unique reference number</b>	RP554995
<b>Telephone number</b>	07961189542
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Sunbeams is located in Epping and registered in 2018. The pre-school opens from 9.15am until 12.15am on Mondays, Wednesdays and Fridays, and 9.15am until 3.30pm on Tuesdays and Thursdays. It operates during school term times only. There are seven members of childcare staff, including the manager who holds a relevant early years qualification at level 5. Five other staff hold early years qualifications at levels 3 and 2. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jenny Forbes

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the provision.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager and spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection and looked at relevant documentation.

We carried out this inspection 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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