

Inspection of Sunbeams Pre-school

School Lane, Radford Semele, Leamington Spa, Warwickshire CV31 1TQ

Inspection date: 17 February 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

On arrival, children cannot wait to get involved. They happily leave their parents to speak with staff, greet their friends and choose activities in the extremely stimulating learning environment created by staff. The choices on offer inspire children's natural curiosity. Children are inquisitive and highly motivated to learn. They confidently explore, investigate and enjoy the challenge of finding things out for themselves.

Children's good health is supported exceptionally well. Children are physically active outside every day and staff provide them with a healthy snack. In conversation about why their bodies need healthy food, children say, 'to give us lots of energy'. Staff never fail to promote children's learning through their interactions with them. At snack time, children talk with staff about the shapes they can create with pieces of fruit. They tell staff that two semi-circles put together make a circle.

Children develop independence, including managing their own hygiene and personal needs. They confidently make choices and decisions about their play. Children's behaviour is exemplary. They form strong friendships and care about each other. Children learn to identify and talk about their different emotions. They use their superb language skills to share ideas while working together to complete their chosen challenges, such as building a bridge with construction blocks. Through skilful questioning, staff encourage children to solve problems for themselves. Children continually engage in conversation with staff and their friends while they play.

Children develop detailed knowledge and outstanding skills across the seven areas of learning. This prepares them exceptionally well for the next stage of their education. Staff continually offer excellent support. They encourage children to lead their own learning, while staying alert to all opportunities to help children acquire new knowledge.

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

- The manager is an inspirational leader. She leads her committed staff team with passion to ensure the best possible outcomes for all children. The manager values staff's knowledge and experience. She ensures that both children and staff's welfare and self-confidence are given a high priority. Staff work as a team to ensure they implement a fully effective curriculum that meets the needs of every child.
- Recruitment and selection procedures are thorough. The manager has very high expectations to ensure that staff joining the team have the potential to become as highly skilled as other staff members.

- Staff continually observe children, assess their stage of development and ensure that every child's learning constantly builds on what they have already achieved. Children make rapid progress. Staff regularly share assessments with parents. With parents' permission, they liaise with external agencies or services to ensure children get any additional support they need.
- Every day begins with a meeting before children arrive so staff can share information about their key children's interests and how they can be challenged to reach the next steps in their learning. Consequently, every child's learning needs are continually addressed exceptionally well by all staff.
- Staff's skills are superb in consistently supporting children's language development. Staff speak clearly and use children's enjoyment of singing and story times to extend vocabulary and support those who find some sounds difficult to pronounce. Children sing songs that they have learned at home, and they are delighted when asked by staff to teach them the songs. Staff continually boost children's confidence and self-esteem.
- Staff organise activities that focus on children's speaking and listening skills, turn taking, and the link between letters and sounds. A staff member organises a 'silly soup' group activity, including an apple, orange, tomato, grape and pepper. The staff member chooses a card that shows the first letter of each item and repeats the sound, such as 'p p p'. She asks children what item she should put in the bowl to make their soup. This is repeated with children taking turns. They are fully engaged and gleefully join in with the 'silly soup' rhyme, which the staff member ensures is said at a pace that means all can easily join in.
- Children are delighted to listen to stories. They know that the author's name is printed on the book. They keenly offer their ideas when the staff member asks, 'Do we know any other books written by her?' The staff member reads with excellent intonation and expression, emphasising the rhyming words. Children are fully engaged. They join in with familiar refrains, anticipate well and are very proud to say, 'We remembered it'.
- Staff are fully aware of children's interests and use these to promote learning across different areas. Children are currently interested in different occupations, such as police and firefighters. Some children dress up in police costumes and talk to staff about the badge on their helmet. Staff suggest that they all try drawing the badge. Children identify the different shapes in the badge. Their pencil control is excellent as they copy what they can see and then write their names under their pictures.
- Partnerships with parents are excellent. Parents enthusiastically share their views about the provision. They comment on the 'personal attention for each child' and say that 'staff are amazing'. Parents are very happy with methods of communication. They appreciate the way that staff support children's independence. Parents identify how quickly their children settled in. They are extremely happy with the quality of care and education provided.

Safeguarding

The arrangements for safeguarding are effective.

The manager and the deputy manager are the designated leads for safeguarding in the setting. They share the knowledge they gain on their training with the staff team. Information is regularly shared at staff meetings through scenario discussions. Staff supplement their knowledge with online courses. They know the signs of abuse and neglect and the referral procedures to follow if they have a concern. Staff are aware of their responsibilities to prevent children being drawn into situations that may put them at risk. Procedures for recruitment and selection are robust in ensuring the suitability of staff. The premises are safe and secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. Staff identify and successfully minimise potential risks indoors and outdoors.

Setting details

Unique reference number	EY419005
Local authority	Warwickshire
Inspection number	10116393
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	29
Name of registered person	Sunbeams Pre-School (Radford Semele)
Registered person unique reference number	RP530249
Telephone number	01926 470978
Date of previous inspection	4 October 2013

Information about this early years setting

Sunbeams Pre-school registered in 2011 and operates in Radford Semele, Leamington Spa. The pre-school employs five members of childcare staff. All staff hold early years qualifications ranging from level 3 to level 6. The pre-school operates Monday to Friday, from 8.50am to 3.20pm, term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Burnet

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 their evaluation of the provider.
- The manager, the deputy manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children spoke to the inspector during the inspection.
- The inspector carried out joint observations of group activities with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector took account of parents' views.

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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