

Inspection of Little Sunbeams Pre-School

Waypoint Church, 255 Hunts Pond Road, Fareham PO14 4PG

Inspection date: 15 June 2022

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

What is it like to attend this early years setting?

The provision is good

Children enter happily and settle quickly on arrival. Their individual needs are met by the staff, who have a detailed understanding of each child. Children have strong emotional attachments to the caring staff, who cuddle and comfort them as and when needed. Children concentrate well and busy themselves in a variety of activities. For example, they have fun together completing a range of puzzles. Children enjoy being physically active. For instance, they like digging with large spades in the mud area.

Children are confident in their own learning. They become immersed in their play. For example, children relish making creations in the mud kitchen, mixing water into the mud. Children make choices about what they want to do and if they want to be inside or outside. They enjoy playing together, although sometimes they struggle to share resources, which can cause minor conflict between children.

Children develop their mathematical and scientific knowledge. For instance, they practise tipping and pouring water from one container to another, exploring and investigating weight, capacity and volume. Staff interact with children, positively extending children's interest. For example, children were given ice cubes to add to the water. Children discussed the temperature and what happened to the ice cubes.

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

- Staff work well together as a team. They have high expectations for the children to make the best possible progress. This includes children who receive additional funding. Staff continually observe and assess children's development and plan an effective curriculum. They provide many opportunities for the development of large and small physical skills. For example, children enjoy building with the large foam bricks outside and building a train track inside.
- Staff provide a consistent and well-organised daily routine that children are clearly familiar with. This supports children to feel safe and secure. However, staff are not always consistent in their approach to managing children's behaviour regarding turn taking and minor conflicts.
- Staff teach good communication, language and literacy skills. For example, children listen to sounds and learn new words to match the sounds. Staff provide effective support to children who have delays in their language skills and understanding. Staff use visual aids and sign language to support children's communication skills and vocabulary, as well as their understanding of the daily routines. Staff ask the children questions, allowing them time to think and respond. Children enjoy singing familiar songs and reading books throughout the day.

- Staff provide children with some opportunities to be independent. For instance, children put their sun hats on when going outside and access their water bottles as they want them. However, at times, staff complete simple tasks for children that they could manage themselves. This does not consistently support children to develop their independence skills.
- Parents' and children's views are listened to in many ways. Staff talk to parents daily and receive regular feedback through questionnaires. They have meetings with the children to discuss the setting. This gives children opportunities to vote on events and changes to the environment.
- Staff work closely with parents to find out what children can do and to identify any gaps in their learning. They take swift action where they have concerns about children's development, working in partnership with other professionals. Staff work collaboratively with other settings that the children attend. This enables them to share information to support children's learning consistently between the two settings.
- The manager is reflective and has clear plans in place to develop the setting further. Staff have regular supervision sessions with the manager. They are supported to identify training they may wish to attend to deepen their knowledge and skills. The staff team regularly meets to review children's learning and development. This helps staff to understand children's progress and next steps in their learning accurately.
- Parents speak very highly of the setting. Staff kept in close contact with families during the COVID-19 pandemic, which helped to support children's learning and well-being. Parents value the information they receive about their children's learning and development. They feel supported by the staff, who share ideas to extend children's progress at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff attend training and keep up to date with changes in legislation and policy. All staff have a clear understanding of the signs and symptoms of abuse. They know how to report any concerns internally and externally and they understand the importance of working closely with other agencies. The manager follows robust procedures to recruit staff and check their suitability to work with children. Staff complete effective risk assessments to help minimise risks to children. They ensure the outside environment is secure. Staff are deployed well to ensure good levels of supervision and support for all children.

What does the setting need to do to improve?

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

- build on staff's knowledge to enable them to guide children in resolving minor

conflicts between them, to further support children to manage their own behaviours

- provide further guidance to staff to help them promote children's independence more consistently, to enable children to extend their skills even further.

Setting details

Unique reference number	EY554892
Local authority	Hampshire
Inspection number	10190219
Type of provision	Childcare on non-domestic premises
Registers	Early Years 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	32
Name of registered person	Little Sunbeams Preschool (Fareham) CIO
Registered person unique reference number	RP554891
Telephone number	07522 541266
Date of previous inspection	Not applicable

Information about this early years setting

Little Sunbeams Pre-School registered in 2018 and operates from the Waypoint Church in Fareham, Hampshire. The pre-school is open from Monday to Friday, 9am to 3pm, term time only. The provider receives funding to provide free early years education for children age two, three and four. There are seven staff employed to work with the children. Of these, four have early years qualifications at level 3 and two staff hold qualifications at level 4.

Information about this inspection

Inspector

Nicole Atkinson

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 inspector carried out a learning walk with the manager to discuss how the setting is organised. They discussed the range of activities provided both inside and outside.
- The inspector observed the interactions between the staff and children and assessed the impact that these were having on the children.
- Discussions were held with the staff, parents and children at appropriate times during the inspection.
- A meeting was held with the manager and deputy manager. The inspector reviewed a sample of documents, including evidence of staff's suitability and training.

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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