

# Inspection of Sunshine Pre-School

32 High Street, Burton Latimer, Kettering, Northamptonshire NN15 5LB

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Inspection date: 23 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children cannot wait to start learning in the engaging environment created by staff. They say good morning to each other as a group, listening carefully to their friends and staff. Children confidently recall and demonstrate their understanding of the rules staff have for how they should behave. They explain to each other that having 'kind hands' means sharing. Children wait politely during snack. They show understanding of how to take turns and make sure there is enough food for their friends. Staff praise children for independently scooping cereal, pouring a drink and washing their bowls when they have finished.

Children have close bonds with all staff. They feel safe and secure enough to explore the setting freely and make choices in their play. Children confidently share their ideas and knowledge, especially during imaginative play. They develop their hand muscles, squeezing the handle of water spray bottles to spray each other, staff and visitors. Children giggle and explain that they are pretending to put 'sun cream' on and suggest 'rubbing it in'. They discuss with staff how this keeps them safe. Children develop skills, such as holding a pencil, and use mark-making skills, in preparation for school. They ask for support from staff to write letters and draw pictures. Children decide that these pictures look like Christmas decorations. This leads to staff helping the children decorate a corner of the room and get ready for a Christmas celebration. Children remind staff, 'We have to tidy up first!'

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

- Parents and carers comment that the setting is the 'best place for children's early years education'. They say that children come on in leaps and bounds thanks to the education and care provided by staff. Staff communicate well with parents and share ideas on how to support children's learning at home.
- The managers work alongside staff daily, observing and providing feedback on their practice to have a positive impact on teaching. They provide continual training for all staff. The managers and staff find out about children's different background and cultures. They use this information to help children feel proud of what makes them different, and plan learning opportunities around celebrations that are important to them. Staff reflect on the experiences they provide children to ensure their needs are met well.
- Staff help children to learn a breadth of good manners. They remind children to be polite and respectful to one another. Staff teach them how to negotiate if they want the same resource. Children demonstrate their understanding of daily routines and boundaries. For example, children queue patiently to wash their hands without support and put resources back when they have finished playing.
- Staff know children well and enjoy playing alongside them. They identify what their key children know and can do and what interests them. Staff focus on

supporting children with what they need to learn next and help their key children make progress. However, this information is not always shared fully across the staff team. At times during play, staff do not recognise how best to help some children with their learning. Therefore, sometimes children do not make the most progress they are capable of.

- Staff plan learning opportunities that capture children's imagination. They clearly consider important skills and the knowledge children need when planning activities. Staff encourage children to problem-solve while investigating a tray of resources based on a farm. They help children identify where different farm animals would prefer to play, such as why pigs would like the soil section. Staff explain to children the similarities and differences between Brussel sprouts on the tray and a lettuce, discussing appearance and texture with them.
- Staff develop children's love of stories and books. They interact with children while they play with a doll's house and liken it to the story of the three bears. Staff support children to practise familiar phrases they know, including 'but the bed was too hard'. However, staff do not always fully support children's learning of vocabulary. At times, they do not teach children more complex words or repeat words to children with the correct pronunciation.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff and leaders ensure the environment is safe for children to play. They have thorough arrival procedures, including supervising all doors and checking visitors' identification. They assess risk in the environment and take all necessary steps to minimise potential hazards. Staff and managers demonstrate a good understanding of their responsibility to safeguard children. They can identify the signs and symptoms which indicate a child may be at risk of harm. Staff and leaders know how and when to record, monitor and report their concerns to other professionals such as the local authority. They work alongside other professionals to support families when needed. Leaders check the ongoing suitability of staff working with children.

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

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

- strengthen the sharing of information between children's key persons and other staff so that children's learning and development can be further supported during play
- provide children with further support to pronounce words accurately and learn new vocabulary.

## Setting details

<b>Unique reference number</b>	EY426226
<b>Local authority</b>	North Northamptonshire
<b>Inspection number</b>	10106641
<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>	20
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Sunshine Pre-School Partnership
<b>Registered person unique reference number</b>	RP524047
<b>Telephone number</b>	07847823137
<b>Date of previous inspection</b>	6 November 2014

## Information about this early years setting

Sunshine Pre-School registered in 2011 and is located in Burton Latimer, Northamptonshire. The pre-school is open Monday to Thursday from 8.30am until 3.10pm, and on Friday from 8.30am until 11.50am, during term time. The pre-school employs four members of childcare staff. Three members of staff hold appropriate early years qualifications at level 2 and above. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

## Information about this inspection

### Inspector

Lora Teague

## 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 managers and the inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The managers and the inspector observed and evaluated an activity.
- The inspector observed the managers, staff and children of all ages throughout the setting.
- The inspector held discussions with the managers and staff regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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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