

Inspection of Sun Beams

c/o Delapre Primary School, Rothersthorpe Road, NORTHAMPTON NN4 8JA

Inspection date: 12 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 are welcomed into the setting by the warm and friendly staff. Parents are given time to share any information regarding their children at the start of the day, ensuring any individual needs are met. Children start their day by eagerly exploring their environment. They engage in role play in the construction area, wearing hard hats, pretending to be builders. Other children develop their early writing skills as they make marks with pencils at the writing station. Children who prefer to learn outside have plenty of opportunities to be physically active as they ride bicycles up and down the well-resourced outside area.

Children learn how to play cooperatively together. Staff act as good role models, and they gently support children to take turns and share equipment. This helps the children to form strong friendships with each other and learn how to behave. Children gather in the home corner and set out a tea party together, pouring tea and serving cakes to their friends.

Children begin to understand what makes them unique as they share stories about their weekend activities during 'group time'. Children listen intently as a whole group and give a round of applause to show their appreciation. This supports children to grow in confidence and promotes their self-esteem.

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

- Children have access to a varied range of resources that cover the seven areas of learning. Staff support children to develop an early understanding of mathematical concepts, such as counting and measuring, using rulers. Children learn the words for numbers as they count dots on pictures of dice. They draw around their hands and count their fingers. Children demonstrate high levels of concentration as they use rulers to measure lines on paper.
- Most staff have a clear understanding of the delivery of the curriculum, and interactions with children are positive and support their learning. They ask questions to help children think. For example, staff ask the children what the apple feels like as they use it to make marks with paint. Staff support children to develop skills, such as listening to instructions, as they play with bean bags and baskets. On occasion, some staff interactions are not always meaningful with children in their play and learning.
- Staff use a number of strategies to ensure that literacy and reading is promoted throughout the setting. For instance, a well-stocked reading corner provides a cosy space for children to explore books. Staff are readily on hand to share stories with children as they read their favourite story about the three bears. Staff use a 'book of the week' to embed children's knowledge, and resources, such as story sacks, are used to animate storytelling. As a result, children quickly

develop a love for reading.

- Staff ensure that children who speak English as an additional language are fully supported. They use visual cues, sign language and resources, such as 'talking pens', to help children understand routines and to support learning. Parents receive support from interpreters during meetings and correspondence is translated. This ensures that they fully understand their children's developmental progress and can continue the learning at home.
- Staff promote children's independence at every opportunity. Children attend to their own self-care needs. They wash their hands at the handwashing station in preparation for snack. They enjoy choosing fruit independently and skilfully learn to pour their own drinks. This gives children the skills to be successful as they move on to the next stage of their education.
- Leaders understand their responsibilities. A recently reviewed training programme ensures that all staff receive training to meet the needs of the children. For instance, staff are undertaking more focused training on working with children with special educational needs and/or disabilities to further support children. Staff receive regular supervision to discuss their progress and development. However, at times, leaders do not foster a positive culture to support practitioners to improve their personal effectiveness.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of their responsibilities to protect children. There are clear procedures to report concerns to the relevant professionals, if required. Leaders have clear expectations of staff. They provide regular training to ensure staff are fully aware of any risks and how to take action. Leaders have a robust recruitment process in place to ensure that suitable staff are employed. They have recently introduced more rigorous risk assessments and improved deployment of staff to ensure that the provision is a safe environment for children to play and learn.

What does the setting need to do to improve?

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

- monitor practice more closely to help support staff to engage children more effectively in meaningful and purposeful play
- strengthen supervision meetings to truly foster a culture of support for staff well-being.

Setting details

Unique reference number	EY276045
Local authority	West Northamptonshire
Inspection number	10233639
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	48
Number of children on roll	60
Name of registered person	Sun Beams Delapre Pre-School Committee
Registered person unique reference number	RP522082
Telephone number	01604 674620
Date of previous inspection	12 September 2016

Information about this early years setting

Sun Beams registered in 2004 and is managed by a committee. The setting employs 15 members of childcare staff. Of these, 12 hold qualifications at level 3 or above. The setting opens from Monday to Friday, during term time. Sessions are from 7.50am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emily Woodhead

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with staff.
- The manager and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of staff suitability, staff records and qualifications.
- The inspector spoke to parents during the inspection and took account of written feedback provided.

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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