

Inspection of Sunshine Pre-School and Day Care Ltd

The Beccles Centre, Castle Hill, Beccles, Suffolk NR34 7BQ

Inspection date: 2 November 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 arrive happy and ready to learn in this warm, nurturing setting. They quickly go off to explore the inviting and well-thought-out activities. Babies shake musical toys and explore the touch and feel of dried leaves. They babble happily and move their arms and legs in excitement. Older children seek out friends and particularly enjoy imaginative role play. They pretend they are firefighters and rush around putting out 'fires'. Children lead their own play and make choices. For example, they link together toy train carriages and decide how long the train needs to be.

Children are friendly towards each other. They play cooperatively and listen to each other's point of view. For example, children prepare 'breakfast' in the play kitchen. They discuss which foods go in the oven and how many cups to set out. Children are kind and caring. They are quick to notice when their friends are upset. They offer reassuring cuddles and ask if they are okay. Children show an awareness of behaviour expectations. They work together to construct towers and wait for their turn to place bricks on the top. Staff are quick to praise children. They say, 'well done' and 'good sharing'.

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

- Children have close relationships with staff and show they feel safe and secure. Babies climb onto staffs' laps for a cuddle. They smile and snuggle closely to share books. Older children hold staffs' hands and ask them where they are going if staff move away. Children's personal care is managed well by staff. They tell children what is happening and help them to understand the routines of the day. For instance, they show young children a nappy before they ask if they can change them.
- Children make good progress from their starting points. Leaders ensure that information gained during settling-in sessions is used to help plan children's next steps. Staff identify any potential gaps and put in place appropriate support.
- Children learn about the world around them. They find worms hidden in soil and become engrossed in watching them move. Staff model how to handle worms gently. Children marvel at the feeling and describe worms as 'slimy' and 'wet'. They laugh when worms try to wriggle down their sleeves. Staff support children's deeper thinking. They ask them questions, such as 'Which animals eat worms?' and 'How do worms see where they are going?'
- Staff provide children with enjoyable opportunities to make marks and develop fine motor skills. Young children use chalk to draw circles and lines. They show control using whiteboard pens to trace around shapes. Older children write the letters of their name and notice print in the environment. For example, they point to letters they see on coat pegs. Staff extend children's learning. They sing

alphabet songs and model the sounds that individual letters make.

- Parents are very happy with the service provided by the setting. They describe staff as 'wonderful' and 'amazing'. They report that their children are making great progress and love attending. Parents feel well informed via daily handovers and progress reports. The manager is passionate about supporting families, and she works hard to ensure prices are kept as low as possible.
- The manager supports staff closely and nurtures a strong team ethos. Staff are enthusiastic about their role and report high levels of morale. They evaluate their practice and make good use of training opportunities.
- Older children benefit from opportunities to be physically active. They pedal tricycles around paths and balance on stepping stones. Children proudly show each other how to use plastic hoops. They giggle as they spin them around their waists. However, not all babies benefit from time playing outside. This is because planned outdoor opportunities occur when some babies are asleep.
- Activities are inviting. However, staff do not always monitor the noise levels indoors as effectively as possible. As a result, some children find it hard to concentrate on their learning. This is especially the case for quieter children.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to identify and report concerns regarding the welfare of children or the behaviour of an adult. They show an awareness of issues that may affect the children in their care, including wider safeguarding concerns, such as the 'Prevent' duty. The manager ensures that staff are suitably trained and puts in place a range of induction procedures for newly appointed staff. She ensures all staff have a working understanding of safeguarding and uses questioning techniques to test this. Staff make ongoing thorough checks of the premises. This helps to ensure the environment is safe for children to play in. Staff work closely with parents to gather information about children's individual dietary needs, including allergies.

What does the setting need to do to improve?

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

- strengthen the planning of opportunities and activities for babies who may prefer to learn outdoors
- support staff to monitor and manage the noise levels indoors to help children to concentrate on their learning.

Setting details

Unique reference number	EY381838
Local authority	Suffolk
Inspection number	10233735
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	30
Number of children on roll	58
Name of registered person	Sunshine Pre-School and Day Care Limited
Registered person unique reference number	RP528499
Telephone number	01502 711367
Date of previous inspection	10 January 2017

Information about this early years setting

Sunshine Pre-School and Day Care Ltd registered in 2008. It employs nine members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, one at level 5, five at level 3 and one at level 2. It is open Monday to Friday, all year round, except for bank holidays and Christmas. Sessions run from 8am until 6pm. The pre-school provides early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Oakden

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 this into account in their evaluation of the provider.
- The manager and the inspector discussed how the curriculum is organised and implemented.
- The inspector spoke with the manager at appropriate times throughout the inspection.
- Children spoke to the inspector about the activities they were doing.
- Staff spoke to the inspector during the inspection.
- The inspector and the manager carried out a joint observation together.
- The inspector looked at relevant documentation.
- A number of parents provided verbal and written feedback to the inspector, and the inspector took account of their 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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