

# Inspection of Little Sunshines Pre-School (Somermercotes)

Somerlea Park Community Centre, Sherwood Street, Leabrooks, ALFRETON,  
Derbyshire DE55 1LB

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Inspection date:

4 November 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

## What is it like to attend this early years setting?

### The provision requires improvement

Children enter the setting easily and are warmly greeted by the staff. Those children who show some hesitation are reassured by staff and soon settle. Children show that they feel safe and belong at the pre-school as they chat with their friends and find their coat pegs to place their belongings away.

Although children enjoy their time in this welcoming and friendly pre-school, there are times when activities offered to them lack purpose or challenge. This is because the planning of activities and some staff's lack of knowledge of children's individual next steps in their learning is weak. Despite this, children are happy, confident and safely explore the play spaces.

Younger children enjoy using their senses as they explore and make marks in the colourful sensory tray. When they have had enough and become tired, they seek out their key person for cuddles and stories. Older children enjoy walks out in the community. They learn about the world they live in as staff talk to them about the leaves falling in autumn and the changing of colours. They enjoy collecting sticks to take back to the pre-school and excitedly tell staff they are for their bonfire pictures.

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

- The provider, who is also the manager, is extremely new to the post. She is passionate about continually improving the pre-school. She has a good understanding of the local community and the diverse needs of the families the pre-school supports. The manager is aware of some of the strengths and weaknesses of the pre-school and has started to take action. For example, she has a planned coffee morning with parents and families to further gain their views on the pre-school.
- Staff offer children a range of healthy snacks, such as fruit and vegetable sticks. Children come together as a group for meals and snacks and show good independence skills as they help themselves to their water bottles, pour their own water and try and put their coats and shoes on for outside activities.
- Staff find out about children's experiences at home. They use this information to broaden the experiences children receive in the pre-school. For instance, through talking to parents, staff are aware that some children have fewer messy-play activities at home. Because of this, they offer opportunities for children to explore different textures, glue and paint. The staff know that some children do not have opportunities to visit their local area. They take children on a variety of visits, including to local walks and parks. This helps to contribute towards children's developing understanding of their community.
- Children's behaviour is well supported. Staff have high expectations of how

children should behave. Children build positive and respectful relationships and enjoy sharing their experiences with others.

- Leaders and staff identify children with special educational needs and/or disabilities (SEND) and those with additional needs. They have good relationships with external agencies to ensure they liaise with the correct professionals to gain the support they need. Staff put together, with assistance from the local authority advisor and other professionals, such as speech and language workers, individual learning plans. Children with SEND are extremely well supported by staff.
- Managers work well with their staff team and offer support to help to improve staff's health and well-being. This contributes to the pleasant and calm atmosphere that children experience. However, supervisions are not effective in providing support and coaching opportunities for staff. Managers does not identify where staff need to improve their knowledge, skills and understanding of how to support children's learning.
- The staff know the children well and monitor some progress they make. They plan activities and experiences based on the children's interests. However, they do not always use what they know about children to plan activities to enhance their development or set appropriate next steps in their learning. This means that activities offered to children do not always match their abilities or needs.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff confidently fulfil their role to protect children from harm. This includes being able to recognise if children are at risk of abuse or being exposed to extremist views. Any concerns identified are appropriately recorded and passed on to the relevant authorities to ensure children's safety and welfare. Staff know the procedures to follow should they have concerns about a child's safety and welfare or the conduct of a colleague. Staff help develop children's understanding of keeping themselves safe. For example, they discuss the importance of staying away from fires and what to do if you get burned.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure that the curriculum builds on what children already know and can do, to help them make good or better progress in their learning and development	03/01/2023

ensure the supervision and monitoring of staff to identify where practice needs to improve, and provide appropriate coaching and support so that staff consistently offer quality learning and development experiences for children.	03/01/2023
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## Setting details

<b>Unique reference number</b>	EY482707
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10236521
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	42
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Little Sunshines Pre-School Ltd
<b>Registered person unique reference number</b>	RP535318
<b>Telephone number</b>	07731889511
<b>Date of previous inspection</b>	24 November 2016

## Information about this early years setting

Little Sunshines Pre-School (Somercotes) registered in 2014. It is located in Alfreton, Derby. The pre-school employs 14 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time from 8am until 5pm term time, and offers a holiday club during school holidays. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Carly Polak

## 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 deputy manager and inspector jointly observed the quality of teaching during an adult-led activity in the pre-school room and evaluated this together.
- The inspector spoke to parents and grandparents to gain their views.
- The manager discussed the curriculum with the inspector and went through documentation such as safer recruitment, safeguarding training and staff suitability and qualification certificates.
- The inspector completed a learning walk with the manager to discuss how the pre-school is organised.
- The inspector observed children playing and learning and talked to children and staff at appropriate times during the inspection.

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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