

# Inspection of Sunshine Pre-school Puriton

Puriton Village Hall, Riverton Road, Puriton, BRIDGWATER, Somerset TA7 8BP

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Inspection date: 9 February 2023

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Good

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

### The provision is inadequate

Children's well-being is compromised due to weaknesses in leadership and management. Children's safety and welfare are put at risk because of staff's poor risk assessment. The provider failed to notify Ofsted of an allegation and some staff do not have secure knowledge of all aspects of safeguarding. This fails to keep children safe from harm.

Children do not benefit from a broad, well-planned curriculum. This is because staff do not plan suitable learning experiences effectively by considering children's interests. Staff do not plan activities that build on what children need to learn next. As a result, children do not concentrate for sustained periods. For example, children playing with small tractors, diggers and cereal spend most of their time eating the cereal rather than using it in their small-world play to develop their play ideas. Children play a shape-matching game. However, the staff sitting with the children are not clear on the intent of the activity and fail to provide support or extend children's learning, such as through discussions about shape or number. Children become bored, and some staff do not have the skills to re-engage them effectively.

Staff do not encourage some children to behave well. For example, children push past others on the steps to use the slide first. Staff do not remind children of how to use the slide correctly or encourage them to take their turn. Despite this, children are confident and share warm and close relationships with staff. Children have regular opportunities for outside play, where they ride on wheeled vehicles and learn to negotiate pathways.

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

- Risk assessments are ineffective. Children jump on the trampoline or run across the hall with mouthfuls of cereal, which is a choking hazard. This mainly goes unnoticed by staff as they do not deploy themselves effectively, and this does not ensure children's safety. Once brought to the attention of staff, they do not explain to children the possible consequences of this behaviour to help them understand how to behave in a safe way.
- The provider and the designated lead for safeguarding have not followed the safeguarding procedures for managing allegations against staff. Although they know to report concerns to the local authority designated officer, they did not know they needed to inform Ofsted.
- Staff do not set clear expectations for children's behaviour or provide children with strategies to manage their behaviour for themselves. Staff do not intervene when children snatch resources from others or throw pieces of a game onto the floor. They fail to teach children about acceptable and unacceptable behaviour.

As a result, children lose interest and some become upset and say that they feel 'it is not fair' when staff do not step in to help children understand the impact their behaviour has on others.

- The key-person system is weak. When staff are absent from the setting, their key children's needs are not met consistently, because the other staff do not know enough about their key children. They do not know what children already know and can do or plan a curriculum to support children's individual needs. This means that children do not make the progress of which they are capable.
- The recently appointed manager has begun to identify areas for development, although these have not been actioned or embedded yet. Although the manager works alongside staff, she does not monitor the quality of their practice well enough or provide targeted support and coaching. As a result, staff do not consistently provide children with purposeful activities and learning experiences to build on their existing skills and knowledge.
- Children enjoy some activities, particularly outside. They build a 'car' from construction materials and pretend to go on a journey. They enjoy a lively conversation at lunchtime about healthy eating. Staff encourage children to use good manners, such as 'please' and 'thank you', and encourage their independence to pour their own drinks and in handwashing. Staff are kind and caring and form good relationships with the children.
- Parents report that their children are happy and settled. They recognise that their children have grown in confidence and are more independent since starting at the pre-school.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider is not confident in how to implement safeguarding procedures. The provider and safeguarding lead do not have a secure enough knowledge of the procedures to follow in the event of an allegation being made against a member of staff. This has a significant impact on children's safety. Staff do not carry out effective risk assessments in the setting to identify and minimise hazards. Staff do not teach children to behave in ways to keep themselves or others safe. There are appropriate vetting and recruitment procedures in place to ensure that staff are suitable to work with children.

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

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

	<b>Due date</b>
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ensure all staff, including the designated safeguarding lead, have sufficient knowledge and understanding of all aspects of safeguarding, including how to manage allegations	28/02/2023
improve risk assessments to help identify and minimise risks to keep children safe	28/02/2023
ensure staff consistently follow effective behaviour management strategies to provide children with clear messages about how they should behave and ways to manage behaviour for themselves	28/02/2023
improve the key-person system so that all children's individual needs are met consistently	28/02/2023
improve arrangements for monitoring staff practice, and provide support and coaching for their professional development, so that gaps in staff's knowledge and skills are identified and addressed	14/03/2023
ensure all staff implement a well-planned curriculum to provide challenge and to build on what children already know and can do.	14/03/2023

## Setting details

<b>Unique reference number</b>	142905
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10275176
<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>	26
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Sunshine Pre-school Puriton Committee
<b>Registered person unique reference number</b>	RP522734
<b>Telephone number</b>	0774 6487759
<b>Date of previous inspection</b>	18 June 2018

## Information about this early years setting

Sunshine Pre-school Puriton is a committee-run group, which registered in 1992. It operates from the village hall in Puriton, near Bridgwater, Somerset. It operates on Monday, Tuesday, Wednesday and Friday from 9am to 3pm, and on Thursday from 9am to 1pm, during term time only. The setting receives funding to provide early education for children aged two, three and four years. The committee employs five members of staff. The manager holds an early years qualification at level 6 and the deputy holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Michelle Heimsoth

## 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.
- This inspection was carried as a result of a risk assessment following information received about the provider.
- The deputy manager and inspector completed a learning walk together. They discussed the curriculum and the intention for children's learning.
- The inspector talked to staff, parents and children during the inspection and took account of their views.
- The deputy manager and inspector completed a joint observation.
- The inspector held discussions about the leadership and management of the setting with the deputy manager, the chairperson and vice chairperson.
- The inspector sampled a range of documentation.

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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