

# Inspection of Sunshine Pre-School

St. Marys Infant & Junior School, Dellsome Lane, HATFIELD, Hertfordshire AL9 7NE

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Inspection date:

22 February 2023

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is outstanding

Children thrive in this remarkable pre-school. They have exceptionally secure attachments with staff, who ensure they feel safe and secure. Children show impeccable behaviour. They listen astutely to staff as they join in with a stretch-and-yoga story, building their listening and concentration skills. Children show a deep level of respect for their peers, staff and surroundings. Children eagerly help to tidy away resources. They play harmoniously alongside their peers as they share stories they have created with small toys.

Children have a sense of awe and wonder as they explore the inviting and stimulating environment. Children are brimming with imagination. They dress up as pirates and pretend to go on an adventure. They use maps and telescopes to find their way. Staff wonderfully support children's imagination as they help row the boat to find a chest full of treasure. Children delight as they discover jewels.

Children develop high levels of independence in readiness for school. They carry out self-care tasks for themselves, such as handwashing and toileting. Children choose their own snacks and confidently pour their own drinks. They carefully wash china plates and cups up when they have finished.

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

- Leaders of the pre-school are inspirational. Their drive and commitment to ensure that children receive the best possible start in life is shared across the staff team. Staff are incredibly enthusiastic and dedicated to their roles. They have designed the curriculum to ignite children's natural curiosity. An extensive range of natural, easily-accessible, loose resources supports children to shape their own play. As a result, children are confident and inquisitive learners.
- Children make exceptional progress in their physical development and awareness of safety and risk. They confidently assess risk as they climb trees in the outdoor play area. Children build strength in their muscles as they take turns to balance on a tree swing as their friends push them. Staff closely supervise children in woodwork activities. They use real tools, such as hammers. Children become deeply absorbed, then beam with pride when they successfully hit the nail into the wood.
- Children receive high levels of individual attention. Staff effectively notice when children need extra help or support. Children benefit from 'nurture groups', where they learn about their emotions. They use 'emotion stones' to talk about how they are feeling. This helps to build children's confidence.
- Staff are acutely aware of the impact the COVID-19 pandemic has had on children's communication and language. They have made huge efforts to ensure they provide a language-rich environment. Keywords are displayed on the wall,

and staff skilfully weave them into their interactions with children. Staff frequently use visual cue cards and signing to support children with their understanding. This helps children to build on their vocabulary and supports them to make excellent progress in their communication skills.

- Children with special educational needs and/or disabilities are extremely well supported. The dedicated special educational needs coordinator works tirelessly to ensure that the needs of these children are met. Staff work very closely with a wide range of professionals which helps children get the very best support they need. There is a positive focus on what children can do and how they can be nurtured to make excellent progress from their starting points.
- Families are incredibly well supported by the pre-school. They are provided with behaviour strategies and resources such as visual cues to use at home. This supports consistency between home and pre-school. They fully appreciate the outstanding care that staff provide to children to help them flourish.
- Staff are extremely well supported. They receive regular supervision, and their training is sharply focused to ensure that teaching is consistently built on. Staff well-being is an absolute priority. Leaders ensure that staff are supported within their roles and take time to consider workload. Team building days help build the team's morale. Staff have a strong voice within the setting and feel extremely valued. They comment they are proud to be part of an inspiring pre-school.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff demonstrate a clear understanding of their roles to safeguard children. Staff can confidently identify a wide range of potential indicators of abuse and/or neglect. They are clear about the referral process that needs to be followed should they have concern about the welfare of a child. Staff are well deployed to ensure that children are supervised at all times during their play. Ongoing risk assessments ensure that the environment remains secure and keeps children safe from potential hazards. Procedures for recruitment and selection are robust in ensuring the suitability of staff.

## Setting details

<b>Unique reference number</b>	EY337415
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10276333
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full 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>	41
<b>Name of registered person</b>	Bundy, Patricia
<b>Registered person unique reference number</b>	RP907991
<b>Telephone number</b>	07966 461549
<b>Date of previous inspection</b>	12 July 2017

## Information about this early years setting

Sunshine Pre-School registered in 1998. The pre-school employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and above, including one with an early years foundation degree. The pre-school opens from Monday to Friday, during term time only. Sessions are between 8.40am until 3.10pm. The pre-school 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 pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager 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, training records and safeguarding documents.
- 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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