

# Inspection of Crookham Sunshines Community Preschool

Church Crookham Community Centre, Boyce Road, Church Crookham Fleet,  
Hampshire GU52 8AQ

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Inspection date: 19 June 2023

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 build excellent relationships with staff. They enter the pre-school enthusiastically, safe in the knowledge that their individual interests are acknowledged and catered for. This encourages children's readiness to learn, right from the very start of their day.

Children make good progress from their starting points across all areas of learning. Their preferred styles of learning are considered well when staff plan. For example, water stations are thoughtfully set up as children have demonstrated a love for this type of play. These opportunities support children's problem-solving skills when staff offer challenges, such as, how to get the water from the top to the bottom, using gullies and without spilling water. Consequently, children show impressively high levels of motivation, resilience, and remain focused for significant periods as they persist in achieving their aims.

Children behave exceptionally well. They readily invite others to join in their play and consistently share resources. Children benefit from staff consistently modelling calm and positive behaviour choices. Subsequently, they show excellent levels of acceptance and compassion for peers who find things more challenging than themselves. For instance, when situations arise like toys being taken, or towers being knocked down, children understand that some friends find things more challenging and respond with high levels of self-control and compassion.

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

- All children, including children with special educational needs and/or disabilities, are supported exceptionally well. They benefit hugely from the wide range of learning opportunities tailored to suit specific needs. Managers make good use of additional funding to consistently support children to access all areas of the provision. This results in all children making very good rates of progress.
- The manager and her close-knit staff team work superbly well together. They are all dedicated to providing the best learning and development opportunities for children. Staff clearly enjoy working at the pre-school and have a passion for their work with children. They consistently report workload expectations being manageable and feel very well supported, both professionally and personally.
- Children show exceptional levels of self-confidence. They very much enjoy taking responsibility for housing their belongings appropriately and completing the self-registration process. Children engage deeply in activities and ask for help or resources should they be required. They speak confidently to visitors and ask them questions when their natural curiosity arises. For example, as children role play in the home area, they ask visitors what they would like to eat. They ask further questions to find out topping selection requests, side orders and drinks.

This demonstrates high levels of engagement in their learning and play.

- Staff plan lots of opportunities for children to be physically active and to gain a good understanding of what healthy lifestyle choices might look like. The outside area provides opportunities for children to run and move with speed, as they practise control of their large-muscle movements. Staff help children to understand and assess risk effectively. For instance, children recognise when they need help to jump down from the climbing frame, as they ask staff for a helping hand.
- Staff support children's communication and language development well. They model ambitious language and allow children time to think through and answer questions. For instance, as children explore fruits, staff help them think about the different textures and shapes of the fruits to help them guess which they have. Children are confident to share their ideas and make good progress in their speaking skills.
- Managers plan an ambitious curriculum that caters for all children well. Staff have an in-depth knowledge of each child and provide opportunities for personal interests and preferred styles of learning to be incorporated into daily planning. However, at times, these do not offer opportunities for children to learn about lives and communities which are different to their own.
- Parents comment that their children 'adore their time at pre-school' and cannot wait to attend, and that 'they enjoy every moment they have at this loving and caring pre-school'. Parents feel well informed and leave their children feeling relaxed and assured that their children are well cared for and thriving. Parents report feeling well supported through any referral processes required, including referrals to speech and language therapists, and very much appreciate advice staff provide about how to best help their children prepare for their start at school.

## Safeguarding

The arrangements for safeguarding are effective.

Regular training ensures that all staff have an up-to-date understanding of their safeguarding roles and responsibilities. All staff have an accurate knowledge of the signs that could indicate a child is at risk of neglect or harm. This includes the possible risks to children of being exposed to domestic violence or extremist views. Staff know the procedures to follow should such a concern about a child arise. They know how to escalate these concerns appropriately and the action to take if an allegation is made against themselves, or another member of staff. Leaders have robust recruitment systems in place to verify if staff are suitable to work with children. Regular checks are in place to ensure the ongoing suitability of all staff.

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

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

- develop the curriculum further to help broaden children's understanding of the communities and lives of people which are different to their own immediate experiences.

## Setting details

<b>Unique reference number</b>	EY491666
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10289306
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Voluntary Childcare 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>	30
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Court Moor Community Playgroup CIO
<b>Registered person unique reference number</b>	RP902547
<b>Telephone number</b>	01252 939454
<b>Date of previous inspection</b>	20 November 2017

## Information about this early years setting

Crookham Sunshines Community Preschool registered in 2015. It is managed by a committee of trustees which also manages another pre-school in the vicinity. The pre-school is situated in the Church Crookham Community Centre in Crookham Park, Church Crookham, in Hampshire. The pre-school operates from Monday to Friday, 9am to 3pm, during term time only. A team of 11 members of staff work with the children. All staff are qualified in early years at level 2, level 3 and level 5.

## Information about this inspection

### Inspector

Zoe Abraham

## 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 manager and inspector conducted a learning walk together and discussed the early years curriculum provision and rationale.
- The inspector spoke to staff and children at appropriate times and took account of their views.
- The inspector considered the views of parents and carers, which were shared in person and through recent written feedback.
- The manager and inspector completed a joint observation and exchanged feedback.
- The inspector observed the quality of education provided and assessed the impact this has on children's learning.
- A sample of key documentation was scrutinised by the inspector, including staff recruitment, qualifications, and ongoing suitability.

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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