

# Inspection of St John's Sunshine Pre-school

The Parish Hub, Borers Arms Road, Copthorne, Crawley, West Sussex RH10 3ZQ

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Inspection date: 7 July 2023

<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>Good</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 arrive eager to start their day. Staff take time to find out how children are and what activity they would like to do. This helps to settle them into their day. Children are happy and confident to ask staff for help and support. They have developed secure bonds with all staff. Children receive praise, encouragement, guidance, support and cuddles from staff. This helps children to understand the expectations of staff, and it supports their confidence and self-esteem. Staff are active role models throughout the pre-school, allowing children to understand the expectations of how to behave. For example, children offer encouragement to friends and patiently wait their turn while sharing the balancing board and bikes. Daily discussions with children regarding the pre-school's 'golden rules' help children to understand the importance of being kind to others and respecting their learning environment.

Staff plan an interesting and exciting curriculum, enabling children to be fascinated and motivated to learn. Children enthusiastically explore sensory play. They take immense pleasure from transporting dried oats and crushed crackers from one place to another using various-sized diggers, eagerly talking about what they are doing. Staff introduce mathematical language to extend their learning. Children excitedly tell each other that they can hear the sea through shells and encourage each other to listen.

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

- Staff bring books alive and capture children's imagination as they share stories. For example, children listen intently to 'Monty's Magnificent Mane' story and enthusiastically tell staff the next sequence of events. Children are developing a love of books; they enjoy looking at books alone or sharing stories with others. Children are gaining good speaking and listening skills. Some children can confidently write their own name and sound out the letters of their name, which further enhances their literacy skills.
- Children display positive attitudes to learning and engage well in activities. For example, while using play dough, staff support children to talk about emotions and create faces. Children enjoy manipulating the play dough as they roll and stretch it between their fingers and make different faces. This helps children to develop their gross and fine motor skills and to have an awareness of their own feelings.
- Staff interact well with children and talk to them as they play. However, on occasions, staff are not consistent when asking the children questions during activities.
- Children explore the outdoors, where they have opportunities to move in a variety of ways. Children practise their physical skills as they ride bikes, throw

balls and enjoy using the slide. They show imagination and coordination as they transport sand using different tools and pretend to make snow.

- Staff promote children's understanding of healthy eating and encourage them to follow good hygiene routines. Staff support children to learn about hygiene practices and remind children of the importance of washing their hands before mealtimes. Children benefit from a varied range of healthy snacks. However, children are not given the opportunity to pour their own drinks and fully serve themselves, therefore limiting their independence.
- Staff know children's individual needs well. They use assessments successfully to identify potential gaps in learning. This allows them to put plans in place to support children in developing their skills.
- Children with special educational needs and/or disabilities are very well supported. Staff skilfully adapt activities to help children to work towards meeting their targets. Children make good progress from their starting points.
- Partnerships with parents are good. Staff offer settling-in sessions to get to know children and their families. Parents' comments about the pre-school are positive, and they say that their children very much enjoy attending. Parents meet with staff regularly and discuss their child's learning and development. They receive information about activities that their children enjoy through an online app and weekly newsletters.
- The managers regularly evaluate the pre-school's practice and use the information accurately to enhance their practice and further support children's learning and development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good knowledge about what to do if they have concerns about children's welfare. They have a clear understanding of their roles and responsibilities in keeping children safe. The management team follows effective recruitment and induction procedures to ensure that staff working with children are suitable, and review their ongoing suitability on a regular basis. Staff use risk assessments to ensure that the environment is safe for children and to minimise any potential hazards.

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

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

- improve teaching to ensure that staff extend children's learning effectively during activities to help them achieve to the highest level
- ensure that children's learning continues during snack time and they have appropriate opportunities to develop their independence.

## Setting details

<b>Unique reference number</b>	EY490657
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10285786
<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>	20
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	St John's Sunshine Pre-School
<b>Registered person unique reference number</b>	RP905343
<b>Telephone number</b>	07963 501762 / 01342 716727
<b>Date of previous inspection</b>	18 October 2017

## Information about this early years setting

St John's Sunshine Pre-School registered in 2015. It operates from a church hall in Copthorne, Crawley, in West Sussex. The pre-school is open each weekday from 8.45am to 2.15pm, during term time only. The pre-school employs eight members of staff. Of these, four staff hold early years qualifications at level 3. The pre-school receives funding for free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Teresa Colburn

## 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.
- One of the managers and the inspector completed a learning walk together and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- Staff spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector spoke with parents during the inspection and took account of their views.
- The inspector spoke with both managers about the leadership and management of the pre-school.
- One of the managers showed the inspector documentation to demonstrate the suitability of staff.

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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