

Inspection of Little Sunshines Pre-School (Somermercotes)

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

Inspection date: 19 September 2023

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Requires improvement |
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What is it like to attend this early years setting?

The provision is good

Children develop secure and trusting relationships with staff. To this end, children happily leave their parents at the door and eagerly explore the enticing activities on offer. Toddlers exclaim, 'Wow' as they enter the room and pre-school children focus for long periods of time on their chosen activity. Staff encourage children to do as much as possible for themselves. Pre-school children cut fruit in half, pour their drinks and wash their faces after snack time. Toddlers put leftovers in the bin, hang their coat on their peg and go to the toilet themselves. Staff show interest in children's achievements and constantly praise their efforts. Toddlers show pride as they receive a sticker for tasting a new fruit. Pre-school children excitedly show staff they have zipped up their coat for the first time. This helps develop children's self-esteem and confidence.

Toddlers use their imagination as they re-enact favourite stories. During a walk in the community, children pretend to swish through the long grass, squelch through the mud, and splash through the puddles as they go on a bear hunt. Staff extend children's interests in the fallen leaves they find. They talk to children about the different colours and shapes and help them to compare which leaves are wet and which are dry. Children learn how to be safe when staff remind them how to cross the road. Children recall that they need to listen and look for cars.

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

- Parents are extremely positive about the care their children receive. They state their children's behaviour has improved, and they are making new friends and developing their communication skills. Parents feel that staff treat their children as unique individuals, which ensures their needs are met.
- Staff help children to become inquisitive learners. For example, they know when to interact with pre-school children to build on what they already know and can do. Staff step back, allowing children to build structures from colourful connecting shapes. Staff notice the structures are collapsing and pose thoughtful questions to encourage children to consider why this is. Toddlers experiment by mixing water and sand together. Staff join in and encourage children to feel the texture. Toddlers suggest it is mud for their cars to drive in.
- Managers and staff identify children with special educational needs and/or disabilities early. They work with parents and other professionals to create individual plans for children that are tailored to their needs and give them the best start. Staff establish effective strategies. The children are encouraged to gradually develop skills that move them forward in their development. This helps all children make good progress.
- The daily routines are generally well planned. However, some transitions such as after toddler lunchtime, are not well organised. On these occasions, staff do not

give children clear messages about what is expected of them. This means that toddlers wander around aimlessly or play inappropriately as they are not sure what they should be doing. Learning is less effective at these times than at other times.

- Staff provide an abundance of activities to strengthen children's small muscles. This helps children to practise the skills they need for early writing. Children focus as they use tweezers to pick leaves out of jelly, make swirls in paint with forks and use cutters to make shapes in dough.
- Overall, group time supports children's language and communication development. Staff support pre-school children to develop confidence in sharing ideas with others. Children know that when they hold the soft toy, it is their time to talk. Staff gently support quieter children to share their thoughts. However, on occasion, children's learning is disrupted. For example, younger toddlers' song time is interrupted by high noise levels and by staff taking children back and forth to get coats. This disrupts children's learning and their ability to fully engage in the activity.
- Managers and staff work to enhance children's experiences. They take children to use the community facilities, which includes visits to the allotments and bowling green. They also provide access to the local park and swimming pool. These experiences enable children to have a wide range of opportunities, which supports their cultural capital.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a secure understanding of their roles and responsibilities to keep children safe. They are aware of the signs and symptoms that may indicate a child is at risk of harm. This includes those who may potentially be at risk from radical views. Staff know the procedure to follow should they need to report a concern about a child or a member of staff. The manager ensures safer recruitment checks are undertaken to confirm the ongoing suitability of those working with children. The setting is secure, and children are well supervised. Staff teach children how to be safe. For example, they encourage children to use the hand rail as they go downstairs, so that they do not fall and hurt themselves.

What does the setting need to do to improve?

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

- improve how transitions are arranged between activities in the daily routine, with particular reference to younger children, to ensure their learning needs are met at all times
- organise song time to ensure that younger children are able to fully engage and do not have their learning disrupted.

Setting details

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| Unique reference number | EY482707 |
| Local authority | Derbyshire |
| Inspection number | 10265889 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 1 to 10 |
| Total number of places | 42 |
| Number of children on roll | 100 |
| Name of registered person | Little Sunshines Pre-School Ltd |
| Registered person unique reference number | RP535318 |
| Telephone number | 07731889511 |
| Date of previous inspection | 4 November 2022 |

Information about this early years setting

Little Sunshines Pre-School (Somercotes) is located in Alfreton, Derby. It registered in 2014. The pre-school employs 15 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, 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

Susan Hyatt

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during story time.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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