

Inspection of Sunshine Under 5's

441 Eastwood, Windmill Hill, RUNCORN, Cheshire WA7 6LJ

Inspection date:

11 October 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

The manager and staff do not always adapt the curriculum to meet the diverse needs of children. Consequently, they do not consistently support children's learning. For example, during circle times, younger children, or children with special educational needs and/or disabilities (SEND), become disinterested in the topic and wander away. Furthermore, staff are not consistent in their approach to managing children's behaviour. This does not help children to develop an awareness of rules in the setting.

The manager has taken action to address the shortfalls from the previous inspection. Staff now teach children how to brush their teeth. Consequently, children's knowledge about how to look after their oral health has improved. However, there are inconsistencies in teaching children about good hygiene practices, such as handwashing routines. Staff encourage children to be as independent as possible. For example, children help to set the table and learn to tidy away the resources. This fosters children's confidence and self-esteem.

Staff know that children learn most effectively when they feel safe. Consequently, staff spend considerable amounts of time getting to know the children. Children demonstrate that they feel safe as they go to staff for comfort when they are upset or feel unsure about a situation. Staff help children to develop a love of books by reading lots of stories.

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

- Staff benefit from termly supervision and timely feedback from the manager. This is supported by peer-on-peer observations. This helps staff to reflect on their practice and consider new ways of working.
- The manager has revised the curriculum. However, this is not always tailored to meet the individual needs of all children. For example, staff do not always support children with their next steps in learning. As a result, children do not make consistently good progress.
- Staff provide suitable care to children with SEND. They work in partnership with parents and other agencies to ensure that children get the support they need. For example, staff make swift referrals to speech and language or assessment teams. In the main, this is having a positive impact on children's learning.
- Staff ask pertinent questions that encourage children's critical thinking and problem-solving skills. For example, staff ask children to predict what will happen when they look at items through a coloured film. Children giggle in delight as they explain how the colours change. They also enjoy using new words, such as 'spiky' and 'smooth' to describe the textures of the dinosaurs.
- At times, staff do not always provide explanations to help children understand

the difference between right and wrong, or the impact of their actions. For example, staff tell children, 'do not do that', with little discussion as to why. This does not help children to understand the consequence of their behaviour and how it can affect others.

- Staff help children to make healthy food choices. They encourage children to drink water throughout the day. Staff also understand that this is difficult for some children. Therefore, they provide other drink options, so that children can remain hydrated.
- Staff are inconsistent in their approach to helping children to learn about good hygiene practices. For example, they do not always remind children to wash their hands before eating or teach children how to wipe their nose. This means children do not consistently develop the personal skills they need to fully support their good health.
- There are elements of strong practice which support children's learning and progress. For example, children develop their large muscles as they learn to use wheeled resources and climb the steps to access the slide. They also learn to throw and catch balls as staff model how to throw the ball onto the awning. Children use smaller resources with increasing control. This helps them to develop the muscles they need for writing.
- Staff use rhymes to introduce children to numbers. Children count confidently and recognise a range of shapes. They also develop an awareness of mathematical language, such as 'more' and 'less'. This helps children to build a foundation for future learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of effective safeguarding practice. Their training is current and is used to inform their practice. They are fully aware of the action they need to take should they have concern about a child or a colleague's conduct. Risk management strategies are effective and help children to play in a safe and secure environment. Staff help children learn to keep themselves safe. For example, children know that they cannot access the decking area when the tyres are out, because the area is slippery and they may fall. This helps children to develop an awareness of their own safety.

What does the setting need to do to improve?

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

	Due date
--	-----------------

ensure that hygiene practices help children consistently learn how to keep themselves and others healthy	15/11/2023
ensure that the curriculum consistently meets the individual learning needs of all children.	15/11/2023

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

- support staff so that they understand how to deliver the curriculum so that they can adapt this to meet the needs of all children
- enhance behaviour management strategies to better support children's understanding of positive behaviour.

Setting details

Unique reference number	303487
Local authority	Halton
Inspection number	10266185
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	19
Number of children on roll	14
Name of registered person	Sunshine Under Fives Playgroup Committee
Registered person unique reference number	RP905210
Telephone number	01928 716 061
Date of previous inspection	9 November 2022

Information about this early years setting

Sunshine Under 5's has been operating since 1987. The setting employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The setting opens Monday to Friday, term time only. Sessions are from 8.30am to 2.30pm. The setting is in receipt of funding for early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Chris Scully

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 manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of group activities with the manager.
- The manager provided the inspector with a sample of key documentation on request.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- Parents shared their views about the setting, and the inspector took these into consideration.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023