

Inspection of Little Sunbeams Pre-School

Thornwell Way, WINCANTON, Somerset BA9 9EN

Inspection date: 28 February 2024

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

The provision is good

Children are keen to come into the pre-school. They happily say goodbye to their parents and settle quickly with the kind and caring staff who welcome them warmly.

Managers and staff provide engaging learning opportunities that are ambitious for all children. They tailor these to children's needs, including those of children with special educational needs and/or disabilities (SEND). This allows all children to develop their skills and learning in a fun and safe environment. For example, children enthusiastically join in with play dough and drawing activities, confidently using tools, scissors and pens to develop their manipulation skills and dexterity.

Children are eager to join in with new activities and become deeply involved in their play. They invite staff to join in with them, and enthusiastically involve other children in their play. For example, children pretend they have an ice cream kiosk, and enthusiastically 'sell' these to their peers, describing their play to staff. Children generally behave well, following the rules and expectations within the setting. For example, when staff explain to children that there is no room at an activity straight away, they calmly move on to a different activity while they wait for their turn.

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

- Staff support children's communication and development of language skills well. Children have conversations with each other and with staff, and staff use these interactions effectively to extend children's thinking and ideas. Staff support all children to communicate in a way that suits them, and they understand the children in their care well. For example, staff use communication books with children who are not yet verbal so that they are able to make choices and communicate their needs.
- Children show an interest in books, frequently selecting books to look at independently or with peers. When staff read stories to children, they respond eagerly, showing a good knowledge of the story and joining in. This supports children's literacy skills.
- Staff engage enthusiastically with children, extending children's thoughts by adding in new concepts. For example, staff talk about different types of sea creatures and where they might live, and support children to count the sea creatures. However, at times, adults use a lot of closed questions. This does not encourage children to share their ideas or develop their vocabulary.
- Children are learning to be independent, which helps in preparing them for moving on to school. For example, children get their own coats on ready to go outside, and staff show children how to put these on independently.
- Staff talk to children about different foods, naming those that are healthy and

those that are unhealthy. They encourage children to join in with naming foods they think are healthy, helping children to learn about making good food choices.

- Managers and staff work with parents, agencies and other professionals to support children, including children with SEND. Leaders and managers attend meetings so that they are fully informed of the needs of these children and put plans in place to help children learn and develop.
- Parents are highly complimentary of the support they receive from staff. They report seeing their children develop well while at the pre-school, and they value knowing that their children are happy. This creates a positive relationship between parents and staff, further supporting children's confidence coming into the setting.
- Staff attend training to increase their skills and knowledge and use this to improve their practice within the setting. For example, after attending autism training, staff have reflected on their environment and made changes to support children's sensory needs.
- Relationships between staff, and between the staff team and managers, are positive and supportive. Staff treat each other with respect, which models positive relationships to the children and contributes to a calm and caring environment within the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance staff's questioning techniques to ensure that children have opportunities to share their ideas and build on their vocabulary further.

Setting details

Unique reference number	EY498347
Local authority	Somerset
Inspection number	10311769
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	2 to 4
Total number of places	40
Number of children on roll	36
Name of registered person	South Street Pre-School Committee
Registered person unique reference number	RP901007
Telephone number	01963 824521
Date of previous inspection	10 April 2018

Information about this early years setting

Little Sunbeams Pre-School, previously known as South Street Pre-School, registered in 2016. It is located in Wincanton, Somerset. The pre-school operates from 8.30am to 3.30pm Monday to Friday, during term time only. There are six members of staff, all of whom hold an early years qualification at level 3. The pre-school receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Louisa Painter

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 provider and has taken that into account in their evaluation of the provider.
- The manager, deputy manager and inspector completed a learning walk together and discussed the early years curriculum.
- Children spoke to 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 carried out a joint observation of an activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager 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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