

Inspection of Sunbeams Pre-School

The Annexe, School Lane, North Mundham, Chichester, West Sussex PO20 1LA

Inspection date: 24 September 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 settle quickly and happily greet their friends. They show they feel comfortable and secure in their surroundings at the pre-school. Children build strong relationships with staff. They go to them for cuddles and reassurance as they settle into the day. Staff are involved in children's play. They laugh together playing imaginative games and making different creations with play dough.

Staff provide children with plenty of resources that help stimulate their interests. For example, in the garden children collect equipment such as pencils, paper and clipboards. They enjoy a hunt together and look for different insects and plants. Staff engage with children and keep them motivated. They offer children magnifying glasses to help with their hunt. Children benefit from a range of quality learning interactions that promote learning.

Children follow instructions effortlessly. For example, they line up quickly when it is time to come inside for afternoon snack. Rules and expectations are embedded, children know not to run inside so that they do not trip and hurt themselves. Staff consistently offer children praise for positive behaviour. For example, when children share fairly, staff thank them for being kind and caring.

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

- Staff support communication development well. They engage children in exciting games and talk to them about their activities. These interactions enhance children's conversational skills. Staff also use imaginative play opportunities to build on children's vocabulary. For example, when children put on a pretend show, staff teach them words, such as 'applause' and 'audience'. Children's language skills are consistently promoted.
- Children listen attentively to books and stories. Staff engage them as they read with animation and enthusiasm. Together, they become absorbed in storytelling. Children also enjoy to look at books independently in the cosy and quiet space created for them. Children's love of reading is increased.
- Leaders develop a curriculum that is balanced and well sequenced. Staff understand how to support children's learning. For example, staff work closely with children to develop their mathematics skills. They know that children need to learn to count and recognise numbers. Staff set up exciting construction activities and implement mathematical vocabulary to develop this area of learning.
- Parents receive updates about what their children have been doing at pre-school. Staff talk to them regularly and provide newsletters about upcoming topics. However, staff do not consistently share information about what individual children need to learn next. This means that parents are not

consistently supported in continuing children's learning at home.

- Independence skills are regularly supported by staff. Children are encouraged to put their own items away after snack and lunch time, for example. They know to wash their hands before eating and competently complete this task alone. Children demonstrate a good understanding of their own self-care needs.
- Staff are highly respectful when carrying out hygiene routines for younger children. For example, staff speak kindly to children and explain what they are doing during nappy changes. Through these effective care practices, children's emotional security is promoted.
- Leaders ensure that all children receive full access to their early years education entitlement. Where staff identify that children need additional support with their learning, leaders act quickly to work with parents and make any necessary referrals. They also work closely with professionals such as physiotherapists, to meet children's individual needs. Through this, all professionals involved in children's care can contribute to their learning.
- Staff speak highly of the support they receive for their well-being. They feel valued in their roles. However, leaders do not consistently provide experienced staff with further professional development opportunities, for example, when staff want to increase their knowledge about an area of child development. This means that staff training is not consistently prioritised to continually raise teaching standards for children.

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:

- share more detailed information about children's progress and future learning with parents
- build on the opportunities available for staff to access further training to support their professional development.

Setting details

Unique reference number	113742
Local authority	West Sussex
Inspection number	10363802
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	24
Name of registered person	Sunbeams Pre School (North Mundham) Committee
Registered person unique reference number	RP902062
Telephone number	01243 787671
Date of previous inspection	10 January 2019

Information about this early years setting

Sunbeams Pre-School registered in 2000. It is located in North Mundham, Chichester. The pre-school opens during term time on Monday through to Friday from 8.45am to 3.30pm. It receives funding to provide free early education for children aged two, three and four years old. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications between level 2 and level 6.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- The deputy manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- Parents shared their views of the pre-school with the inspector.
- The inspector carried out joint observations of group activities with the deputy manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector observed the interactions between staff and children.

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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