

# Alderholt Sunbeams Pre-School



c/o St. James C of E (VC) First School, 17 Park Lane, Alderholt, Fordingbridge, Hampshire, SP6 3AJ

<b>Inspection date</b>	20 October 2015
Previous inspection date	3 November 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Managers identify areas that require improvement, particularly in staff performance, but do not take prompt and effective action to improve the quality of teaching and learning.
- The quality of teaching is not always consistent to enable children to explore and investigate the activities to their satisfaction.
- The daily routines are not always organised to meet children's needs. Staff interrupt them when they are involved in their play.
- Staff do not always give younger children choices about when they would like to play outside or indoors.

### It has the following strengths

- Staff deliver well-organised small group sessions targeting specific areas of children's learning, such as social and emotional, communication and language development.
- Staff work closely with parents and provide interesting opportunities for parents to support their children's learning at home; for example, woodland walks, observing bats and growing sunflowers.
- Management and staff are clear on child protection issues to enable them to keep children safe. Safeguarding is given a high priority and discussed at supervision and staff meetings.
- Previous recommendations have been met to support children with their independence and provide more opportunities for them to investigate technology.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve the quality of teaching to ensure all staff offer quality learning and development experiences for children to help them make good progress</li> </ul>	20/12/2015
<ul style="list-style-type: none"> <li>■ ensure that the daily routines are more flexible to meet children's needs at all times</li> </ul>	20/12/2015
<ul style="list-style-type: none"> <li>■ ensure that when weaknesses are identified in staff practice, prompt and effective action is taken to address this.</li> </ul>	20/12/2015

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

- review how children in the family room access the outdoor area to take into account the differing needs of the children.

### Inspection activities

- The inspectors completed a joint observation and held meetings with management.
- The inspectors observed children and the quality of staff's teaching in the playrooms and in the garden.
- The inspectors spoke to staff, children and parents on the day of the inspection to gain their views.
- The inspectors looked at children's assessment records, planning documents and how parents are involved in this process.
- The inspectors checked the evidence of the suitability and qualifications of staff working with the children, and the provider's procedures for self-evaluating their practice.

### Inspector

Lorraine Sparey and Maria Lumley

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. Management and staff demonstrate clear knowledge and understanding of the procedures to follow in the event of a concern. Management implements various methods to keep staff updated. For example, staff attend network meetings where they learn about forest school activities. The setting works with other professionals in the community to monitor and evaluate their practice. However, although management identifies weaknesses in staff practice, it does not take prompt and effective action to improve teaching. Consequently, the quality of teaching is inconsistent. Staff work closely with the local schools and receive positive feedback, particularly with regard to children's mathematical development.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching varies. Staff show genuine interest as they talk to the children about what they are doing. At the inspection, most children listened with interest to a story relating to the theme of Diwali. They were keen to share their understanding of the story. However, some children find it difficult when the routines are rigid and staff do not always meet their needs. For example, older children can choose to play indoors or outside. Younger children do not have a choice. Some are keen to play outdoors, while others become frustrated when they are engrossed in an activity and staff make them line up to go out. Staff complete regular observations and assessments and use an online system to enable parents to share their children's achievements at home.

### **Personal development, behaviour and welfare require improvement**

Children behave well. They know and understand the boundaries and expectations, and cooperate well as they play. Staff help children to learn about the wider world through a range of activities and discussions. For example, they talk about various festivals and enjoy listening to Bhangra music. Some children are keen to try the dancing that they have seen in a video clip. Children generally understand about how to keep themselves safe. They are keen to explore their environment and use milk crates and logs to climb on. However, some staff limit children's opportunities to challenge themselves in their physical skills. Older children, particularly, follow good hygiene routines. They know and understand how to support their own health. Staff follow younger children's home routines to help them feel secure.

### **Outcomes for children require improvement**

Children are confident and learning the skills that prepare them for school. However, inconsistencies in the quality of teaching mean not all children make good or better progress in their learning.

## Setting details

<b>Unique reference number</b>	EY280020
<b>Local authority</b>	Dorset
<b>Inspection number</b>	833531
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 6
<b>Total number of places</b>	38
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Alderholt Sunbeams and Supertots Committee
<b>Date of previous inspection</b>	3 November 2010
<b>Telephone number</b>	01425 656382

Alderholt Sunbeams Pre-School is run by a voluntary parent management committee. The pre-school opened in 1967 and operates from its own building which is situated in the grounds of St James CE (VC) First School near the centre of Alderholt in Dorset. It opens Monday to Friday from 7.45am until 6pm all year round except for a week in August and Christmas week. The setting employs 11 staff; eight of these hold early years qualifications to level 3 and one member of staff is level 2. The manager has Early Years Professional Status.

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