

# Sunshine Under Fives

Hartford Community Infant School, Mayfield Road, HUNTINGDON, Cambridgeshire,  
PE29 1UL



<b>Inspection date</b>	28 November 2017
Previous inspection date	15 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff establish very effective partnerships with parents and other professionals. This helps to ensure children benefit from consistency in their care and learning.
- The manager and her team demonstrate passion and enthusiasm in their roles. They work well together to provide children with a safe and secure environment which offers stimulating activities to promote children's good progress in their learning and development.
- Children enjoy exciting opportunities to learn how to keep themselves safe. For example, they learn how to use wood saws safely as staff support their interest in carving and creating objects from wood.
- Children's behaviour is excellent. They purposefully engage in activities of their choice and demonstrate respect for each other. They recognise each other's right to play and independently regulate turn taking for popular resources and activities.
- The manager gathers the views of parents, staff and children to help her to review the effectiveness of the pre-school and identify areas to improve. She targets training on developing staff's skills and knowledge so they provide children with appropriately challenging opportunities. This helps children make good progress in their learning and development.

### It is not yet outstanding because:

- Staff do not build on children's already good understanding of shape, size and capacity.

## What the setting needs to do to improve further

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

- enhance the quality of teaching and build on children's awareness of shape, size and capacity.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Gail Warnes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff confidently explain how they fulfil their responsibility to protect children from harm. They attend regular training to update their knowledge about wider safeguarding issues, such as the risks to children of being exposed to extreme ideas. The manager works closely with parents and staff to identify how to make effective use of the additional funding they receive. This has a clear impact on children's development, especially the good progress they make in their communication and language. Parents are very positive about the staff and the pre-school. They believe their children are extremely well cared for and make good progress in their learning.

### Quality of teaching, learning and assessment is good

Teaching is good and sometimes outstanding. Qualified and experienced staff observe children as they play and assess their progress in learning. They plan effectively to support children's individual stage in development and their emerging interests. For example, staff reflect on children's interest in spiders and webs and how to build this in to the week's plans. Children explore letter sounds as they use water and paint brushes to remove marks on the chalk board outside. This also helps to strengthen the muscles in their arms and hands. They proudly announce 'f' for 'fish' and recognise their names that are written on the shed. Staff sensitively join in with children's play. For example, they join in with café role-play games where children pretend to make food. Children fill up recycled plastic bottles with dry pasta and stones and enjoy the sound they make.

### Personal development, behaviour and welfare are outstanding

Children establish extremely strong bonds with staff. They confidently seek cuddles from staff when they feel sad. Staff help children to understand and to express their emotions. This helps children to develop an understanding of and resilience to cope with changes, such as the move to school. Staff establish excellent partnerships with the local school to promote children's emotional well-being and readiness for school. Children contribute to the plans to develop the garden area. This helps to support their sense of belonging and feelings of self-worth. Staff skilfully promote the benefits of healthy lifestyles. For example, they make links between children's growing physical skills and the healthy foods they eat. Children learn about the effects of physical exercise on their bodies as they recognise the change in their heart rate during vigorous exercise. Staff take children on outings to teach them about road safety and to learn about their community.

### Outcomes for children are good

Children make good progress, given their starting points and capabilities. They confidently explore the environment and enthusiastically try new things. They are beginning to demonstrate independence in their self-care routines. They are confident to express their needs and feelings. Older children show an interest in writing their names and confidently identify letter sounds as they play. Children are gaining the key skills and positive attitudes that support the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY383959
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1093637
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Pre-School Learning Alliance
<b>Registered person unique reference number</b>	RP900844
<b>Date of previous inspection</b>	15 May 2015
<b>Telephone number</b>	07905164781

Sunshine Under Fives registered in 1975 and is managed by the Pre-School Learning Alliance. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 2.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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