

Little Sunbeams Pre-School

Thornwell Way, Wincanton, Somerset, BA9 9EN



Inspection date	10 April 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- All children make good progress. Staff provide good support for those who have special educational needs and/or disabilities. They work successfully with parents and outside agencies to be consistent in helping children to catch up in their learning.
- The manager and deputy work directly with the staff and children. They are good role models and support staff well. The quality of teaching is consistently good.
- Staff work well as a team. The manager deploys them effectively to enable children to make full use of the environment. Children choose whether they prefer to learn indoors or outdoors, and receive good supervision and support from staff.
- Children settle quickly, behave well and have positive relationships with staff and each other. They have a good understanding of the staff's expectations and respond well. For instance, when staff ring a bell, children stop and listen, knowing that the staff need their attention.
- The management team evaluates its provision accurately and identifies further ways to keep improving outcomes for children.

It is not yet outstanding because:

- Staff do not help older children to assess risks for themselves to extend their understanding of safe practices further.
- Staff miss opportunities to encourage children to use books more and understand the types of information they can gain from them, to extend their learning even further.

What the setting needs to do to improve further

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

- help older children to assess risks and solve problems for themselves, to extend their understanding of keeping safe
- help children to enjoy an increasing range of books and understand the types of information that can be retrieved from them.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with staff, parents and children, and took account of the provider's development plans.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector held a meeting with the manager and deputy, and carried out a joint observation.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff recognise signs that children may be at risk of harm and have a good understanding of the procedures to follow to protect them. There are good procedures to recruit suitable staff and ensure they understand their roles and responsibilities. The manager ensures staff implement their security procedures and risk assessments well to keep children safe and protect their welfare. Through monitoring children's development successfully, the manager identified a weakness in teaching children's mathematical development. Targeted training has significantly improved staff's skills, to consistently help children understand size, quantity and shapes.

Quality of teaching, learning and assessment is good

Staff observe children well and use the information effectively to plan challenging activities that motivate children to learn. For instance, they looked closely at a real daffodil to paint their own, using hand-to-eye coordination well. Older children knew it had petals and a stem, and needed water to grow, and young children recognised the colours. Staff provide good support for children to develop good listening and speaking skills. Children remain engrossed during whole-group stories, and even the youngest children ask questions to find out what they want to know. Staff listen and respond well to children, engaging them in discussions, acting as good role models for communication skills. Staff encourage children to develop their creativity and imagination well. For example, staff provided cardboard boxes, which young children used as a kennel for their toy dogs and older children used at boats, paddling fast to, 'get away from crocodiles'.

Personal development, behaviour and welfare are good

Staff meet children's physical and emotional needs well, providing good support for them to recognise and discuss their feelings. Children choose when they are ready to stop their activity and have their snack, which is a social occasion. They have good opportunities to be active and develop their large-muscle skills. For example, children steer balance bicycles around obstacles, roll large hoops and enthusiastically join in with action songs. Staff help them to understand the impact this has on their bodies, and children comment on being, 'puffed out, tired and hot'. Staff encourage children's independence well. For example, young children were very proud of themselves as staff praised their perseverance in doing up their coat. Older children independently wash and dry their hands, and pour drinks.

Outcomes for children are good

Children develop effective skills that prepare them well for their next stage of learning and school. They are confident communicators, including those learning English as an additional language. Children have good social skills and older children become independent in their self-care. Children explore the good quality resources and use trial and error to find out what they can achieve with them. For instance, young children learn about sizes as they fit different small-world people into vehicles and practise their early writing skills as they chalk outside. Older children recognise some three-dimensional shapes when they use cardboard boxes and tubes to build sandcastles.

Setting details

Unique reference number	EY498347
Local authority	Somerset
Inspection number	1043523
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	54
Name of registered person	South Street Pre-School Committee
Registered person unique reference number	RP901007
Date of previous inspection	Not applicable
Telephone number	01963 824521

Little Sunbeams Pre-School, previously known as South Street Pre-school, registered in 2016 in Wincanton, Somerset. The pre-school operates from 8am to 4pm on Monday to Friday, during term time only. There are eight members of staff. Of these, seven hold an early years qualification at level 3, and one holds a qualification at level 2 and is working towards a level 3. The pre-school receives funding to provide free early education for children aged two, three and four years.

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