

# Little Sunlights

The Romsey School, Greatbridge, Romsey SO51 8ZB



<b>Inspection date</b>	10 May 2019
Previous inspection date	15 May 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of 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

- Since the last inspection the new manager has worked tirelessly to make significant improvements. She has successfully tackled all the weakness previously identified. She now regularly reviews the provision, seeking the views of staff, parents and children to ensure any weaknesses are swiftly identified and acted upon. This has improved the quality of teaching and outcomes for all children.
- Staff are well qualified and use the information gathered through their assessments of children's learning to carefully plan for each child's next steps. This means that children are successfully supported to reach their full developmental potential.
- Parents speak highly of the nursery and feel very involved in their child's learning and development. They say staff communicate with them effectively to ensure they are fully informed about their children's time at the nursery.
- Effective support is provided for children with special educational needs and/or disabilities or who speak English as an additional language. For example, staff have developed visual language booklets to help support children's understanding further.
- The manager and staff have develop excellent working relationships with the host school and other community groups located on site. For example, a recent collaborative scheme has pulled together the ideas and craftsmanship of multi-generational working to provide the nursery with newly made wooden blocks for play. This has provided children with hands-on learning experiences while developing their understanding of how things are made and what tools can be used to help them even further.
- Staff do not fully include parents in the initial assessment of their child's development, to further enhance how accurately they plan for children's development from the start.
- Staff do not fully build on links with other early years setting children attend, to encourage a more consistent approach to children's learning.

## What the setting needs to do to improve further

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

- gather more information about children's abilities and experiences on entry to the nursery, to help staff plan more precisely and to provide opportunities for children to achieve at the highest levels
- extend systems for sharing information with other early years providers where children attend, to support a consistent approach for all children.

### 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 talked with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation of an activity with the manager of the nursery.
- The inspector looked at a range of documentation, including records of children's progress, evidence of staff suitability, such as first-aid certificates, and policies and procedures.
- The inspector spoke to parents during the inspection and took account of their views.

#### Inspector

Sarah Denman

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. All staff know what action to take if they have any concerns about children's welfare. The manager ensures staff keep their knowledge current, for example by attending training courses. Staff recruitment and ongoing supervision processes are robust. The manager completes regular monitoring of staff performance to ensure that the good quality of teaching is maintained. The manager reviews the progress made by individual children and groups of children. This helps to inform planning effectively. Staff understand the importance of partnership working and have developed good links with health professionals involved in children's lives. They make the most of these partnerships to help children achieve well.

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

The quality of teaching is consistently of a good standard. Staff plan a balanced range of activities to motivate and interest children. For example, the children have recently learned about lifecycles by handling and caring for newly hatched ducklings. Staff make good use of opportunities to incorporate mathematical learning. For instance, when in the garden, pre-school children take rulers with them to measure the plants, sparking discussions as to which plant has grown the tallest. Staff support younger children's early literacy skills well. For example, children take great delight in using brushes and water to make marks with on the floor outside. Staff support children's communication and language skills very well. They speak to children using clear language, ask open questions to help promote children's thinking and use basic Makaton signs when necessary to support understanding.

### Personal development, behaviour and welfare are good

The key-person system works well and relationships between staff and children are strong. Children have ample opportunities to play and learn outdoors, which allows them to take risks in their play and develop good physical skills. For example, older children experiment with balance as they step between curved stepping stones in the garden. Younger children enjoy moving their bodies in a range of ways as they crawl around, negotiate steps and climb a ramped bridge within the under two's area. Children learn to live healthily. They follow good hygiene routines and enjoy freshly prepared, nutritious foods. Mealtimes are a sociable experience in which staff use every opportunity to encourage children's independence. For example, children are supported to pour drinks and serve their own meals.

### Outcomes for children are good

Children are enthusiastic learners and make consistently good progress across the areas of learning. They enjoy looking at books and listen attentively to stories, especially when they are read by and shared with students from the host school. Children learn to use good manners and develop positive social skills as they play with their friends. They develop a positive attitude to learning and all children make good progress from their individual starting points. They quickly gain the skills needed for their next stage in learning, including their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY496071
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10084957
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Romsey Community School Limited
<b>Registered person unique reference number</b>	RP535061
<b>Date of previous inspection</b>	15 May 2018
<b>Telephone number</b>	01794 522106 01794 527025

Little Sunlights registered in 2015. The nursery opens on weekdays from 7.30am to 6pm for 51 weeks of the year. It is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 14 members of staff. 10 of whom work directly with the children. Of these, nine hold early years qualifications at levels 2, 3 and 5, and two hold level 6.

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