

Inspection of Little Sunbeams Pre School

Mayfield School, Mayfield Road, PORTSMOUTH PO2 0RH

Inspection date: 8 October 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

From the moment children arrive, they are excited and eager to play and learn. Children new to the setting quickly develop secure attachments to staff. For example, babies beam with delight as they are greeted by familiar staff. The committee and the passionate manager take their roles seriously and have a clear vision for the setting. They work together to provide a safe, caring and harmonious environment where children flourish. Children's behaviour is exceptional, they are socially confident and play extremely well with others.

The manager and staff have high expectations of what children can achieve. They carefully plan and provide an interesting curriculum that helps build on what children know and can do. Children are enthusiastic learners and enjoy exploring the stimulating environment which captures their interests. For example, young children relished the sensory experience of handling rice. They scooped and poured it into containers which helped to develop their coordination. Older children learned about the changes that occur in autumn. They collected leaves, learning the names of the trees they came from which extended their knowledge and vocabulary. Children compared the shapes and sizes of the leaves which helped to increase their mathematical skills. Overall, the quality of teaching is good across the setting.

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

- Staff, who are excellent role models, very successfully help children learn the skills they need to regulate their own behaviour. For instance, by consistently providing specific praise, children are quickly learning what is expected of them and they respond accordingly. Staff take the time to sensitively support children, such as talking through situations they find difficult. Children use highly effective strategies which help them manage challenging situations as they arise.
- Staff respond promptly to any delays in children's learning and development. They liaise with other professionals and provide targeted activities to support children effectively. As a result, any gaps in their development are narrowing quickly. The manager uses additional funding effectively to help support those who need it most.
- Staff help children to develop a very positive sense of themselves and others. During a recent 'all about me' topic, children recognised the similarities and differences of people around them. Children used a range of different materials, including skin tone pencils, to create portraits of themselves and their friends.
- Children benefit from experiences that enhance their learning and enjoyment, such as outings to the zoo. They energetically explore the garden, where they rapidly develop their physical skills and learn to manage their safety very well.
- The manager and staff work hard to develop strong partnerships with parents. They provide a wealth of information, including how to keep children safe when

they use the internet. Parents speak highly of staff, they feel well supported and are impressed with the progress their children make. They are very happy with the activities staff provide to help them support their children's learning at home. The parents of babies say their child's needs are consistently met. This effectively supports the child's emotional welfare and good health.

- Staff help children develop the skills they need for the next stages in their learning very well. For example, they provide PE classes so children learn how to change into their PE clothes. This helps children to feel confident about the move to school and to be independent in self-care routines. Many children learn to write their names and some read simple words.
- The manager continuously and effectively reflects on the quality of the provision. She ensures staff have plenty of opportunity to develop their knowledge and skills through training and coaching. For example, staff who attended phonics training provide high quality support for children's communication and literacy skills. During their regular supervision meetings, staff discuss many aspects of their job including their well-being and professional development. However, the teaching targets for some are not tailored specifically enough to raise the quality of education to the highest level. For example, improving the minor weaknesses in the implementation and impact of some activities for the younger children in the nursery room.

Safeguarding

The arrangements for safeguarding are effective.

The provider, which is the committee ensures all committee members and staff are suitable to hold their positions. They follow stringent recruitment procedures and carry out the relevant checks for new staff and volunteers. Staff have a good understanding of their responsibilities to protect children. They know the signs and symptoms that could indicate a child is at risk of harm and who to report concerns to. All staff attend regular safeguarding training to help them keep up to date with current safeguarding requirements and statutory duties. Newly appointed committee members are booked to attend safeguarding training to help them understand their roles and responsibilities.

What does the setting need to do to improve?

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

- continue to strengthen the quality of teaching of the staff working with the younger children to ensure children receive the very best support in their learning at all times.

Setting details

Unique reference number	EY456905
Local authority	Portsmouth
Inspection number	10108839
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	30
Number of children on roll	74
Name of registered person	Little Sunbeams Pre-school Committee
Registered person unique reference number	RP901757
Telephone number	07807483755
Date of previous inspection	2 May 2013

Information about this early years setting

Little Sunbeams is a committee managed childcare setting that re-registered in their new premises in 2012. It operates from two rooms in Mayfield School, in Portsmouth, Hampshire. The setting opens each weekday for 38 weeks a year. Morning sessions run from 9am till 12pm and afternoon sessions from 1pm till 4pm. A breakfast club and after school club are also available which run from 8am till 9am and 4pm till 6pm. Children can attend for a variety of sessions or all day. The setting receives funding for the provision of free early education for children aged two, three and four years. There are 11 members of staff who work with the children including the manager who holds a level 5 early years qualification. Nine members of staff have appropriate qualifications at level 3 and one is working towards a level 2.

Information about this inspection

Inspector
Jacqueline Munden

Inspection activities

- The inspector completed a learning walk with the manager to understand how the early years provision and the curriculum are organised.
- The inspector observed staff practice with the manager and discussed its impact.
- The inspector spoke to a member of the committee, parents, staff and children throughout the inspection at appropriate times, to gather their views on the setting.
- The inspector observed children and staff taking part in a range of activities indoors and outside.
- The inspector reviewed documents relating to staff suitability, including evidence of suitability checks and evidence of paediatric first-aid qualifications and sampled staff supervision records.

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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