

# Sunbeams Pre-school (Radford Semele)

School Lane, Radford Semele, Leamington Spa, Warwickshire, CV31 1TQ

<b>Inspection date</b>	04/10/2013
Previous inspection date	22/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children have a wonderful time in this highly stimulating and extremely well-resourced learning environment. Staff have a very good sense of humour and understand how children are more receptive to learning when they are interested, motivated and having fun.
- Children are extremely self-assured and enjoy coming to the preschool. This is because key persons build very strong and supportive relationships with children and maintain regular and effective communication with their families.
- Staff work very well together as a team. They complement and build on each other's strengths, qualities and characteristics to relay and instil ambition and high expectations in each other and children.
- Parents are highly valued and actively share their opinions, undertake responsibilities and contribute to the decision-making process. Consequently, they play a major part in the effective and efficient day to day running of the pre-school and in supporting children's progress.
- Staff manage children's behaviour exceptionally well. They provide children with excellent role models to follow and emphasise what they want children to do rather than what is not acceptable. Consequently, children are clear about expectations for their behaviour and are caring and considerate towards others.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the manager and staff at appropriate times throughout the inspection.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents interviewed during the inspection.
- The inspection carried out a joint observation with the manager of children engaged in spontaneous play.

## Inspector

Carol Johnson

## Full Report

### Information about the setting

Sunbeams Pre-school (Radford Semele) was registered in 2011 on the Early Years Register and both parts of the Childcare Register. It is a limited company with charitable status. The pre-school operates from purpose-built premises in Radford Semele in Leamington Spa. There is an enclosed area available for outdoor play.

The pre-school operates each weekday during the school term. It opens from 8.50am to 11.50am and from 12.20pm to 3.20pm. A lunch club is also offered. There are currently 27 children on roll, who are within the early years age group. The pre-school supports children who speak English as an additional language. It also provides funded early education for two-, three- and four-year-old children.

The pre-school employs five members of childcare staff, plus an administration officer. Of these, four hold appropriate early years qualifications. The manager holds a foundation degree and the deputy has Early Years Professional Status. The pre-school is a member of the Pre-school Learning Alliance.

### What the setting needs to do to improve further

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

- enhance further children's experiences and the excellent partnership working arrangements between staff and parents by encouraging greater parental involvement in creating an even more stimulating pre-school outdoor environment.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children make excellent progress and clearly enjoy their time at this nursery. They laugh and smile as they play and there is an abundance of positive interaction between staff and children. Staff value children as individuals and put them at the centre of everything they do. Experiences provided accurately reflect children's interests and preferences and staff expertly judge when children need additional support or challenge. Staff have received relevant training to effectively support children with special educational needs and/or disabilities.

'Communication for All' training has led to staff creating a more visual environment for children that supports their behaviour, emergent literacy and communication skills with great success. Signs and symbols are evident around the pre-school and visual aids

increase children's interest in stories and encourage their participation during group times.

Children are active learners; they show curiosity, make choices and look for solutions to problems. For example, children wanting to move water from one place to another consider various options, including the use of buckets and lengths of guttering. Staff expertly guide children's learning by asking questions that make them reflect on their experiences, for example, 'How did you manage to do that?' They show interest in children's responses and readily praise their efforts and achievements. As a result, children are motivated to persist at activities, express their thoughts and show good levels of self-esteem.

Children are extremely well prepared for future life and the move to school. This is because staff are very supportive and carefully plan experiences that help them gain the many skills they will need. For example, children have easy access to computers and through this gain an excellent understanding of some technology and how it works. They show knowledge, skill and purpose as they move the computer mouse in response to on-screen instructions. Staff remain close by to offer any necessary support and encouragement but take care not to interfere and allow children plenty of time to think and act independently.

Children benefit from a highly attractive indoor and outdoor environment that inspires their learning and fuels their sense of exploration. Various books about animals on the creative table inspire children's artwork and provide a focus for discussion. A display near the 'Mini-beast Hotel', outside, includes photographs of various living creatures and lots of facts that include where they live and what they eat. Innovative ideas capture children's imagination and make learning fun. For example, laminated photographs of staff members are attached to the fence outside and these are used as targets by children playing with water sprayers. This idea was created by staff to discourage children from spraying each other and adults; however, it also helps to develop children's observational skills and aim.

Staff know individual children incredibly well. This is because highly effective methods are used by staff to accurately monitor and assess children's progress and plan for the next steps in their learning. Staff observe children on a regular basis and maintain regular communication with their parents and any other people involved in their care and education. Information about individual children is then gathered and recorded, by each child's key person, in their 'Learning Journey'. These 'Learning Journeys' are readily available for parents to view and are routinely used by staff to support discussions with parents at consultation meetings. Staff show by their comments and actions that they really value the important role that parents play in their child's learning and development. They explain how they have recently asked parents, carers and children to work together to create a more interesting environment at the front entrance of the pre-school. The aim of this is to increase parent/carer involvement in children's learning and to purposefully engage children and adults whilst waiting to enter the pre-school. A selection of resources has been provided by the pre-school and some parents, carers and children have already created mobiles and a 'bottle run'. Nonetheless, pre-school staff are keen for this partnership working approach to be extended further. For example, they would like even more opportunities for children to explore and investigate to be created in the rest of the outdoor space.

Staff expertly use their growing knowledge of each child's characteristics, family life, culture and interests to support their learning. Children who speak English as an additional language receive lots of opportunities to hear and see their home languages as well as English. Staff ask parents to share words in home languages, so these can be used and understood in pre-school. Children learn about the wider world in various ways, for example, through sharing stories and participating in creative experiences inspired by religious and cultural festivals. Staff find out about special events occurring in children's lives and photographs of children's families displayed in the pre-school stimulate conversation.

Children attending the pre-school are physically active and benefit from a wealth of opportunities to develop their physical skills both indoors and outside. Weekly music and movement sessions occur in the main hall of the adjacent school and children access the pre-school outdoor space on a frequent basis. There is plenty of space outdoors for children to run around and they learn to negotiate different surfaces and obstacles with care and skill. For example, children carefully walk across several plastic crates and then weave skilfully around a series of large traffic cones. Children invite staff to join in with their physical play and they do so readily. As a result, staff have the opportunity to model skills and less confident children are encouraged to have a go.

### **The contribution of the early years provision to the well-being of children**

An extremely well-established key person system successfully supports children's welfare and emotional security. Children receive exceptionally warm and responsive care. As a result, they feel valued and settle quickly. Children happily go to staff for comfort, reassurance and support and very strong relationships between staff and children are evident. Staff recognise how important it is to support children's personal, social and emotional development. They treat every child as a unique individual and maintain regular communication with parents and all others involved in children's care and education. For example, they talk about children's behaviour and agree strategies that they can all use to address any concerns regarding unacceptable behaviour. As a result, views are shared and everyone works in partnership to provide consistent care for children.

Staff effectively support as they move onto other early years provision or school; they make these positive experiences for all concerned, full of excitement and anticipation rather than uncertainty and anxiety. Staff recognise that some children find change extremely difficult and prepare them for changes through role play and sharing relevant books and stories. In addition, staff try and visit schools prior to children moving on to take photographs of the premises and key staff. These photographs are then put in books that are given to and shared with children. The books promote conversation and provide opportunities for adults to allay any concerns children may have about the move. Consequently, children are reassured because they know what is going to happen, where they will be going and what is expected of them.

Children benefit from an attractive pre-school environment that is warm and welcoming and highly conducive to learning. Thoughtfully organised space and resources contribute

greatly to children's independent choices, comfort and sense of belonging. There are cosy areas indoors for children to relax and lots of space outdoors for them to run around and expend energy. Child-sized toilet and handwashing facilities effectively support children's growing independence and children show an excellent awareness of healthy practices. Visual aids around the pre-school conveniently remind children of routines in a way they can easily understand. For example, the pre-school daily routine is pictorially displayed and provides children with reassurance because they can see at a glance what is likely to happen throughout the day.

Staff provide clear messages to children and their families about the benefits of a healthy lifestyle. Snacks provided by the pre-school are healthy and nutritious and drinks are easily accessible to children. Some children stay for lunch and this time is thoughtfully used by staff to promote children's language skills, table manners and awareness of healthy eating. In addition, children participate in frequent cookery activities and learn about safety and hygiene as they do so. All areas of the pre-school are clean and maintained to a very high standard. Physical exercise is a regular feature of the pre-school routine. All children access the outdoor play area on a daily basis and receive plenty of opportunities to experience fresh air and expend energy.

Safety is afforded a high priority and children act in an extremely safe and sensible manner. For example, they do not run on the ramp outside and wait for a member of staff to open the gate to the outdoor area. Staff explain the reasoning behind safety rules and this means that children know about the possible consequences should these not be followed. Children behave exceptionally well; they show care and consideration for others and demonstrate excellent manners. Children share and patiently wait for their turn during play and conversations. Staff successfully use an innovative method for raising children's self-esteem and confidence; they have created the 'I Can Tree'. Staff, parents and carers record children's efforts and achievements on a label that is subsequently hung on the tree. The tree provides visual acknowledgement of children's efforts and accomplishments. Furthermore, its use effectively motivates children to achieve, persist with experiences and to try to do some things for themselves.

### **The effectiveness of the leadership and management of the early years provision**

This inspection was brought forward following notification from the provider of a safeguarding issue. The inspector found that the provider at no time was in breach of any of the requirements of the Statutory Framework for the Early Years Foundation Stage. The provider affords the utmost priority to the safety and welfare of children and robust recruitment and vetting procedures are followed. Staff are made well aware of their responsibility to disclose any information that may affect their ongoing suitability; they are asked to confirm their suitability during their supervision meetings and annual appraisals. Furthermore, safeguarding information passed on from other agencies is taken very seriously and any required action is promptly taken by the provider. All staff have attended child protection training and show an excellent understanding of the possible signs and symptoms of abuse. They know exactly what to do in the event of any

safeguarding concerns relating to a child or member of staff and their responsibilities in this regard are made explicitly clear by the provider. The manager and the committee chairperson have attended 'Safer Recruitment' training and provide excellent safeguarding support, advice and guidance for staff. The pre-school safeguarding policy is comprehensive and detailed; it includes all required information and is reviewed on a regular basis.

The pre-school is a registered charity run by a committee, made up of current and former pre-school parents. The committee is actively and practically involved in monitoring and reviewing staff performance and the pre-school as a whole. Pre-school staff provide regular feedback to the committee members and together they share a common vision of the way forward for the pre-school. As a team, the committee and pre-school staff are steadfast in their desire for quality and constant improvement. Since the pre-school's last inspection they have continued to make excellent progress in this regard. For instance, staff qualification and training levels have increased and this enhances children's all-round learning. Reflective practice is an integral part of the pre-school routine; staff are constantly considering whether the environment, their practice and experiences for children can be improved. Parents and children are regularly asked for their views and their ideas are valued and actively used to improve practice. Management carefully monitor children's experiences to ensure they are appropriate and resources targeted where they are needed most. They meticulously consider children's progress and any individuals or groups of children that need additional support or challenge. Staff have forged excellent links with other professionals and partnership working is strong. This means that staff are able to quickly access any necessary support, advice or resources to effectively support children's individual needs.

Management work hard to ensure staff feel included and valued. Staff meetings are a regular occurrence and management attend network meetings with other local providers. Consequently, staff actively share and receive ideas to improve and consolidate practice. Staff work extremely well as a team; their different but complementary skills and expertise are recognised and effectively utilised. Staff and committee training opportunities are maximised and links with other professionals are successfully used to enhance knowledge of relevant subjects. The manager stays abreast of government policy, research and related issues through her own professional development. She describes how she actively exchanges ideas with other practitioners at training events and carries out research using the internet. Staff likewise do this and this has led to them making a range of number and letter games based around children's interests. These games are regularly used with children, either on a one-to-one basis or in allocated group times and are proving successful in capturing children's interest and enhancing their skills.

Close, reciprocal relationships with parents, rooted in genuine trust and respect, successfully support children's welfare, learning and development. Parents praise the setting very highly and comments include, 'You can tell that staff love every child' and 'Staff provided excellent emotional support for both me and my child during the settling-in period.' Staff recognise the value of true partnership working with parents and how this is integral to high-quality care and education. Robust documentation and information sharing with parents ensures all agreements and required information are obtained for every child. Staff make a point of talking to parents and/or carers when children are dropped off and

collected and a wealth of useful information is displayed around the premises. As a result, staff have a thorough understanding of each child's circumstances and background and strong relationships are fostered.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY419005
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	934643
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Sunbeams Pre-School (Radford Semele)
<b>Date of previous inspection</b>	22/11/2011
<b>Telephone number</b>	01926 470978

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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