

Little Sunbeams

Mayfield School, Mayfield Road, PORTSMOUTH, PO2 0RH

Inspection date

Previous inspection date

02/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- The manager and staff are highly successful in organising and providing excellent opportunities for children to achieve and make very good progress across all areas of learning.
- Staff show strong skills as key persons in recognising children's learning needs. They purposefully extend child-led activities to promote and include children's individual next steps in development.
- Staff supervision and appraisal arrangements are highly effective. This means that staff are dedicated to working together as a team to meet children's individual needs.
- Staff are proactive and motivated. They have clear and well targeted plans for continual improvement, to improve outcomes for children.
- There are highly successful strategies to engage all parents in their children's learning in the setting and at home. This encourages parents and carers to understand the importance of their involvement in children's everyday development.

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.

Inspection activities

- The inspector explained and agreed the process of the inspection with the manager and chairperson.
- The inspector toured the pre-school premises and viewed the areas used in the senior school building.
- The inspector gained evidence through observation, discussion and sampling documentation.
- The inspector provided feedback on the inspection and gave the inspection judgements.
- The inspector and manager undertook a joint observation of staff and children during an activity.

Inspector

Christine Clint

Full Report

Information about the setting

Little Sunbeams is a well-established committee managed pre-school which re-registered in their new premises in 2012. It has sole use of an area within Mayfield School, in the Portsmouth area of Hampshire. Children also have an enclosed outdoor play area. The pre-school is open each weekday from 9am to 4pm during school term times only. The pre-school is registered on the Early Years Register and receives funding for the provision of free early education for children aged three and four years. The pre-school supports children who speak English as an additional language. Children come from a wide catchment area and they are able to attend for a variety of morning and afternoon sessions. There are currently 43 children on roll. The pre-school employs nine members of staff. All hold appropriate early years qualifications. The setting receives support from the school in which they are based.

What the setting needs to do to improve further

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

- consider smaller groups of children at times for show and tell activities to encourage and extend younger children's attention span.

Inspection judgements

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

The pre-school has developed highly-organised routines to support the excellent quality educational programmes for children. Staff are well-deployed at all times and this ensures that children are fully supported and encouraged during their child-led play. For example, staff follow children's lead during outdoor activities, especially when these change spontaneously and children want to make a pretend river and go sailing in boats. This is an extension of their pirate theme during indoor role play and their craft activity of making pirate hats. Staff find suitable material to spread on the ground as the river, they include cardboard boxes for boats. Children use their imagination and talk about how swans swim in rivers, they ask about the sounds that swans make. Children pretend to swim and they show staff how to make swimming movements to confirm their understanding and show their ability. Staff encourage children to problem solve when the boxes break because children try to sit together in one pretend boat. Staff help children to think of what they could use to mend the boxes and children show skills of using sticky tape and scissors. Staff fully recognise children's learning needs in all areas of learning. They show an in-depth knowledge of children's individual levels of learning and they plan in advance to include these during activities. For example, staff recognise when active children need

focus and challenge to prevent over excitement during role play. They interest children in the next routine or activity to successfully extend their thinking.

Children are lively and high-spirited when they join in with singing and actions to make letter sounds. They know the words and actions well and this fully increases their speech and language skills. The manager has purposefully widened children's opportunities for learning through using other areas of the senior school for specific activities. For example, all children and staff join older students in the dance studio to learn to follow instructions and work together as a group. They practise moving like animals and make statues of their favourite superhero. Children show their growing confidence and learn how to bow to the applause. They meet students and school staff when they walk in the corridors and there is a welcoming atmosphere because school staff take time to talk to the children and share ideas, for example, about making windmills. Children visit the senior school library regularly in small groups with staff. Children have stories in a comfortable and quiet environment, which encourages their literacy skills and widens their imagination. They are developing confidence and learning to speak in front of others, although during a large group for 'show and tell' time, some children begin to lose interest. This means they are not fully focused and begin to lose concentration. Staff value children who speak English as an additional language and children's diverse backgrounds. Books in other languages children speak and celebrations of festival and religious events help children feel valued and respected. Consequently all children make very good progress in relation to their starting points.

The manager and staff have developed very effective systems of monitoring children's progress. They observe and record activities and achievements comprehensively and use the Development Matters in the Early Years Foundation Stage guidance to assess children's level of learning. This enables staff to plan effectively for children's next steps in development. Key staff frequently include individual learning during activities. For example, staff introduce cards with letters on during a physical activity. Children recognise letters and say the sounds, extending this to words that begin with the letter sound. In this way, staff use every opportunity to enable all children to make excellent progress and are narrowing any gaps in children's achievement levels. Staff prepare children for moving on to school through many of the activities and daily routines already in place. They use regular opportunities for mark making and letter recognition, they include counting frequently and constantly increase children's language skills throughout the continual dialogue. Children learn to take responsibility for their personal care, dressing and undressing. They practise taking turns and sharing, developing skills of listening and following instructions. Children often practise these events through role play in the term before they start school. The manager also prepares children in advance by organising visits to local schools and she uses photographs to encourage children to become familiar with new buildings when children attend schools further afield.

There are highly successful strategies to engage all parents in children's learning in the setting and at home. Parents take part in open play sessions, for example, craft activities. They share the books that children take home regularly in their book bags; helping children to read from pictures or recognise written text. Parents have written termly assessments of children's progress and can write their own comments or share this with staff. These arrangements encourage parents and carers to understand the importance of

their involvement in children's everyday development.

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

The keyperson system contributes significantly to children's well-being and personal, social and emotional development. Staff gain detailed information from parents about their children to help staff to bond with children. Staff very positively respond to children and this encourages them to feel highly secure and develop trust in the staff. Children learn to be very independent, they make decisions about their activities and they understand the pre-school rules. For example, children know they must wear tabards to play outside and put these on over their coats. This enables them to practise skills of dressing and undressing, and supports their effective understanding the weather and how this makes them feel. Children are extremely aware of routines for tidying the toys and respond immediately when staff shake the tambourine demonstrating that they know that it is time to tidy up. Staff use the tambourine initially to gain children's attention and count to five, telling children how many minutes they have left. This encourages children to know what will happen next and they learn to think ahead. Children respond well to the established routines and these promote safety and encourage their responsibility. For example, children often enter the office area to return items to the fridge or talk to the manager. Children know when the small gate is in place they do not enter. They learn to make a line and follow each other when walking through the senior school, concentrating and looking ahead to avoid bumping into people. Children effectively build relationships with each other and staff fully encourage positive behaviour through frequent praise. Children learn to take turns during 'show and tell' time and they understand how to raise their hand when they want to speak at group time. Children encourage each other during child-led imaginative play, taking turns with the spy glasses on the pretend pirate ship.

Children enjoy their responsibility as a special helper every day. They show pride as their photograph is displayed for all their friends to see. Children take part in extra duties and this includes cleaning the tables before snack time. This increases children's understanding of the importance of hygiene and cleanliness. All children use hand gel before they eat their fruit and biscuits and they automatically learn to pour their own drinks. This fully encourages children's capabilities and their growing independence in readiness for school.

Staff provide a wide range of activities daily for free-play and they prepare resources for planned activities to follow the themed events. They often link children's ideas and extend these. For example, children have brought pictures of navy ships to demonstrate the difference between boats and ships. The pirate theme has encouraged children to talk about these differences and staff recognise and link these ideas together for future planning.

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

The manager and the chairperson thoroughly understand their responsibilities in meeting the learning and development requirements. The manager and staff are highly successful in organising and providing excellent opportunities for children to achieve. This ensures all children make excellent progress across all areas of learning. Key person staff use ample observations to support children's progress. Each record of learning is comprehensively reviewed to monitor any gaps in children's ongoing achievements. In this way staff can see any patterns of learning that need further support and they fully include these in their plans for play or in the daily routines.

The manager and provider meet all the welfare and safeguarding requirements. There are robust recruitment procedures in place to check staff suitability. Supervision and appraisal systems are thorough and dedicated to staff improvement. Staff continue to increase their qualification levels and update their training. This means that they regularly implement new ideas that benefit children's learning. The pre-school has an apprenticeship scheme and also monitors students who attend regularly. Staff show strong teamwork throughout all activities and routines. Their weekly staff meetings to share information and raise any issues for attention are highly effective. For example, staff have implemented new strategies to manage any unwanted behaviour and to help children learn to understand the effects of their behaviour on others. The manager and staff show a confident understanding of safeguarding children issues. They know their responsibility to follow the procedures and refer any concerns. They have all details available to share information with other agencies. The manager has displayed a clear and informative flow-chart for staff and parents.

The manager is inspirational and forward thinking in her planning for future improvements. She has begun to record the process of self-evaluation and she researches continually to share up-to-date information with staff. She has increased the learning opportunities for children by regularly using the available facilities in the senior school and by working with older students. For example, children have dance sessions in the dance studio. The manager values and appreciates the involvement of parents and the committee. She is extending this partnership to other local schools and settings in the area to share good practice and widen knowledge and understanding. The manager has a proactive and motivational plan for continual improvement of the pre-school.

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

Unique reference number	EY456905
Local authority	Portsmouth
Inspection number	891033
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	30
Number of children on roll	43
Name of provider	Little Sunbeams Pre-school Committee
Date of previous inspection	not applicable
Telephone number	07807 483 755

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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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