

Inspection of Little Sunlights

The Romsey School, Greatbridge, Romsey SO51 8ZB

Inspection date:

21 January 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Staff provide a safe and secure environment for children. They give them a warm welcome as they happily arrive at nursery. Children have positive relationships with staff and receive reassurance and comfort as they need it. However, at times, in the absence of their key person, children's individual needs are not fully met. This does not consistently support children's emotional development and well-being.

Managers broadly understand what they want children to learn. However, they have not made sure that staff implement a clear and coherent curriculum that ensures progression for all children. For instance, some staff are uncertain of what children need to learn next and how they can support them. This impacts on the progress that children make.

Despite this, children enjoy being at the nursery. They have fun playing in the large outside space. For example, children laugh together and talk about what they can see as they run over the wooden bridge. In addition, they enjoy digging in the sand pit and take turns to climb on the climbing frame. This supports children's physical development.

Children behave well. They know the nursery routine and follow this readily. For example, they know to put on high-visibility jackets when going on an outing. Staff teach children good manners, such as saying please and thank you. They support them to learn how to share and take turns. For instance, children patiently wait their turn to wash their hands before mealtimes.

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

- Managers do not always provide staff with the support they need to ensure children benefit from consistently positive learning experiences. Weaknesses in the design and delivery of the curriculum mean that children do not always make the progress they are capable of in a timely manner. Although children enjoy the activities and resources offered, staff do not always engage them in purposeful play. For example, on occasion, activities are not precisely focused to support children to make even better progress. This does not consistently support children's learning and development.
- Staff have regular supervisions and can discuss their well-being at any time with the managers. They are provided with a clear induction programme and ongoing training opportunities. However, the oversight of staff deployment is not good enough to ensure the quality of teaching is consistently good. This impacts children's learning and development.
- Managers aim for a child-centred approach to planned learning, based on individual children's needs and interests. They gather information from parents

before children start. However, they do not ensure that all staff have a clear understanding of the needs of the children in their care, especially children that are new to the nursery. Furthermore, they do not ensure that staff are always deployed effectively to enable them to develop consistently warm and secure relationships with their key children. For instance, sometimes staff spend limited time with their key children. This impacts children's well-being.

- Staff support children's communication and language development well. They engage children in back-and-forth conversations when they are playing. For instance, staff talk to children, asking questions about what they are drawing and the colours they are using. Children demonstrate their growing vocabulary as they confidently share their thoughts and ideas with each other and the staff.
- Children with special educational needs and/or disabilities (SEND) and those who English as an additional language are well supported. Staff have implemented a range of strategies to support their learning, such as speech and language activities that are shared with parents. Managers and staff work closely with parents, other professionals and other settings children attend, making timely referrals for children who need them. The managers use additional funding that children are entitled to effectively. For example, they provide children with one-to-one support as they need it. This helps children with SEND receive the support they need at the earliest opportunity.
- The managers and staff recognise the importance of giving children opportunities to develop an understanding of their community. For example, children enjoy weekly trips to the local library, where they take part in story and rhyme activities. This supports children's early literacy development.
- The staff provide freshly prepared healthy nutritious meals for all children, including those with allergies. They work in partnership with parents to ensure the menus are inclusive. For instance, they ask parents to share recipes from their cultures and these are included in the menu. This supports children's good health and gives children a sense of belonging.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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plan and deliver a coherent curriculum that is sequenced and understood by all staff, so that teaching is consistent and builds on what children know and can do	14/02/2025
ensure managers have sufficient oversight of the provision to identify weaknesses in staff deployment	07/02/2025
strengthen the key-person system to support settled relationships for children and to ensure staff understand children's individual needs, interests and next steps in learning.	07/02/2025

Setting details

Unique reference number	EY496071
Local authority	Hampshire
Inspection number	10375954
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	35
Number of children on roll	54
Name of registered person	Romsey Community School Limited
Registered person unique reference number	RP535061
Telephone number	01794 527 025
Date of previous inspection	10 May 2019

Information about this early years setting

Little Sunlights registered in 2015. The nursery is located in The Romsey Community School, Greatbridge, Romsey. The nursery is open 8am to 6pm, Monday to Friday, all year round. There are 10 staff, 7 of whom have appropriate level 3 childcare qualifications or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicole Atkinson

Inspection activities

- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and manager carried out a joint observation of an activity.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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