

Inspection of Sunshine Pre - School

10 Lewis Road, Sheffield, South Yorkshire S13 8DA

Inspection date:

2 August 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Despite several weaknesses in safeguarding and the delivery of the curriculum, children confidently enter the pre-school. They freely access the indoor and outdoor space and have equipment to help them to develop their physical skills. Children enjoy exploring the bubbles in the garden puddles.

The curriculum provided is weak, and the quality of education is, at times, poor. The provider and staff are unclear about what they want babies, toddlers and pre-school children to learn. Staff know their key children's backgrounds but do not provide activities that suit their ages and stages of learning or build on what they already know and can do. Children are not adequately challenged and do not consistently receive the necessary support and interaction from staff. This means that children, including children with special educational needs and/or disabilities (SEND), do not make sufficient progress in their learning.

Nevertheless, children are content and settled. Some children have good relationships with staff, who are warm and caring. Children behave well. Staff promote the rules of the pre-school, such as using 'kind hands'. Older children are self-assured. They happily discuss their recent holidays and flying on a plane when painting pictures.

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

- Staff do not have a good enough understanding of the setting's safeguarding policy and procedure. Some staff cannot explain how to identify children who may be at risk of harm. They do not know who to report concerns to or how to recognise children at risk of extremist views or radical ideas. This has the potential to delay any action that may be needed to keep children safe.
- Staff working with children do not know their interests and abilities. They do not plan and implement a curriculum to influence what children need to learn next. Younger children are ignored for long periods of time and are not supported in their play. Consequently, play activities and learning opportunities for children are poor. Children do not make good progress in their learning.
- Staff do not understand how to support children to learn or develop their language skills. For example, when icing biscuits, staff carry out the mixing of icing themselves. They do not encourage children to join in or speak. Staff do not help children to further extend their learning as they play. This results in children becoming bored, disengaged and moving away from the activity.
- Staff work with external agencies to support children with SEND, and plans are in place for their care and education. However, staff do not have access to these plans. They are unclear of how to support children with SEND effectively. Children climb doors and run round with objects in their mouths. Children with

SEND are not encouraged to join in with any activities, and the gaps in their learning are not addressed. Therefore, children with SEND are not ready for their move to school.

- The new provider does not ensure that a manager and a named deputy manager are in place. Furthermore, the provider does not monitor staff's practice well enough to ensure that identified weaknesses in their practice are addressed. Staff do not attend training and are not supported by the provider. There are no plans for improvement in place. Consequently, staff who have a poor understanding of how children learn and develop are not supported to develop their knowledge and teaching skills. As a result, staff's teaching is inconsistent, and activities are not always appropriately matched to children's learning needs.
- The pre-school is welcoming to children of all backgrounds, ethnicities and religions. Staff provide children with opportunities to learn about their similarities and differences. This supports children's emotional well-being and helps children to understand the local community and the wider world. Parents say they are very happy with the pre-school. They comment that staff are lovely and nurturing.

Safeguarding

The arrangements for safeguarding are not effective.

Some staff are not secure in their knowledge and understanding of the setting's safeguarding procedures. They cannot explain what might give them cause for concern or how to identify children who may be at risk of harm. They do not know what to do if they have concerns about a colleague harming a child. Furthermore, they are not up to date with current child protection legislation. For example, they cannot recognise when children may be at risk of grooming or extremist behaviours. Risk assessments are in place. However, staff do not recognise risks within the playrooms. Children have access to trailing wires and the kitchen area. This is because staff do not lock the door behind them. These gaps in knowledge and staff practice potentially impact children's safety and welfare.

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
ensure that all staff fully understand and implement the setting's safeguarding policies and procedures, including how to identify and report concerns about a child	01/09/2023

ensure that all staff have an up-to-date knowledge of and understand the procedures to follow if an allegation is made about a colleague	01/09/2023
ensure that all staff have an understanding of wider child protection concerns, including the 'Prevent' duty guidance	01/09/2023
implement effective risk assessment in practice, specifically in relation to the removal of trailing wires and locking the kitchen door, to ensure the areas used by children are safe	01/09/2023
ensure that staff implement a suitably challenging and ambitious curriculum that takes account of the individual interests, needs and stages of development of all children, including what they need to learn next	01/12/2023
ensure that staff consistently provide the necessary support and interaction with all children to enable them to extend their learning and develop communication and language skills	01/12/2023
ensure there are effective measures in place to support children with SEND	01/09/2023
ensure there is a manager and a deputy manager in place capable of managing the pre-school	01/09/2023
implement effective systems for supervision and coaching to support staff in their ongoing professional development, to improve staff practice and promote consistently good teaching and learning.	01/12/2023

Setting details

Unique reference number	2732800
Local authority	Sheffield
Inspection number	10303729
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	0 to 9
Total number of places	73
Number of children on roll	89
Name of registered person	Blossom Tree Nursery Limited
Registered person unique reference number	2620779
Telephone number	01142651188
Date of previous inspection	Not applicable

Information about this early years setting

Sunshine Pre-School re-registered in 2023 and is located in Sheffield. The pre-school employs 18 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ruth Moore

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector and a staff member completed a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum are organised.
- The inspector held a meeting with the provider and looked at a sample of the pre-school's documents. This included evidence of staff suitability and training.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector spoke to several parents during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023