

# Sunny Days Pre-School(Malmesbury) CIC

Inspection report for early years provision

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<b>Setting address</b>	The Old Bungalow, Bremilham Road, MALMESBURY, Wiltshire, SN16 0DQ
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<b>Type of setting</b>	Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Sunny Days Pre-school (Malmesbury) CIC opened in September 2010. It operates from a purpose built building in Malmesbury, Wiltshire. The pre-school is managed by a group of three staff members as directors. The current manager is the managing director. The pre-school is registered to provide care for a maximum of 26 children within the early years age range at any one time. It is registered on the Early Years Register and on the compulsory part of the Childcare Register. The pre-school is in receipt of funding for the provision of free early year education to children aged three and four years. The pre-school opens on Mondays, Thursdays and Fridays from 9.15 am to 1.15pm; on Tuesdays they open for the Rising Five group from 9.15 am to 2.30pm and on Wednesdays the pre-school opens from 9.15 am to 12.15pm. There are currently 43 children on the roll who attend various sessions. The pre-school staff supports children who have special educational needs and/or disabilities and children who are learning to speak English as an additional language. The pre-school employs seven staff; most of whom hold an appropriate early years qualification or who are working towards a qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are assured protection as all staff have a comprehensive knowledge and awareness of safeguarding issues. Children flourish in this friendly and inclusive setting, where staff, parents and other agencies work in close partnership to meet each child's unique needs. Children are making excellent progress overall and are well motivated and challenged in this stimulating environment. Experienced and dedicated staff plan fun activities tailored to their individual learning and developmental needs. Management makes outstanding use of self-evaluation and this, together with a shared dedication to driving improvement, ensures continuous development and excellent outcomes for children.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further opportunities that encourage children to experiment with writing for themselves through making marks, personal writing symbols and conventional script during their everyday play and activities.

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

The staff work exceptionally well as a team, which has a very positive impact on the outcomes for all the children. Staff provide an outstanding learning environment for all the children. They have a strong commitment to ensuring all information underpins effective management and is shared with the parents. Staff take a professional approach to their role in safeguarding children. They have all recently updated their knowledge through appropriate safeguarding training and now have a thorough understanding and awareness of safeguarding issues. Rigorous recruitment procedures ensure that all staff working with children are suitable to do so. Staff are well deployed at all times and the pre-school has good systems in place to ensure that ratios are continually met. All required documentation and records are in place and are well maintained.

Staff demonstrate their total commitment to equality and diversity extremely well through the varied range of activities and resources. They ensure all children's progress is very well monitored to check each child moves forward from their starting points. Children who are learning to speak English as an additional language and children with additional learning needs are very well supported within the setting. Children are learning to understand and embrace differences of cultures and religions and to get a better understanding of the wider world through exceptionally well planned activities. For example, staff set up the home corner with pictures of houses from around the world, and involve children in the pre-school Eco award through developing the garden area. Children benefit from accessing an excellent range of resources which are used extremely well to produce a well planned and interesting environment. Resources, both indoors and outdoors, are used very effectively to achieve the planned goals in the children's learning and development. The staff are always on hand to support children in their learning and development and to meet their individual needs.

The pre-school's self-evaluation procedure is effective in raising standards and forms the basis of a clear vision for the pre-school's future. Staff identify aspects for improvements accurately. For example, current forward-planning includes strengthening staff's confidence and skills further in recording observations. These plans also include continuing to give additional support to parents where it is needed and further promotion of the shared book scheme in order to get parents reading more to their children. All staff are fully involved in the self-evaluation process. Parental questionnaires enable parents to also be involved in the process of identifying further improvements. Feedback concludes parents are very happy with the care and education their children are receiving. They find the staff friendly, supportive and approachable.

The staff demonstrate an excellent relationship with the parents. All work very well together, enabling a highly effective two-way communication system to flourish which greatly benefits the children. The information gathered about the children is comprehensive; significantly enhancing the continuity in their care, learning and development. Firmly established partnerships with other professionals contributes to enabling children's learning and welfare needs to be consistently met.

Information is shared in a variety of ways such as through a noticeboard, which informs the parents of what has happened during the day. Parents also receive regular newsletters and are invited to meetings to discuss their child's progress, supported by daily verbal feedback. Parents are also helped to understand the Early Years Foundation Stage and the curriculum, including how children are learning through play. Parents are very involved in both the pre-school and their child's learning.

## **The quality and standards of the early years provision and outcomes for children**

The children's learning is extremely well supported through the provision of an excellent range of toys and resources. A well-planned interesting environment and high levels of appropriate interaction from supportive staff enables children to enthusiastically learn through their play. The rooms are bright and welcoming and organised very well to meet the needs of all the children. All toys and resources are easily accessible. Planning is effective and children are able to make excellent choice of activities, both indoors and outside. Children make excellent progress in the learning because staff have comprehensive information about their starting points, observe them closely and plan carefully to meet their individual needs. Staff carry out regular observations of their key children to support their knowledge of children's needs, interests and skills. The information is used to plan activities to ensure children are moved on to the next steps in their learning.

There is an excellent balance of adult-led and child-initiated activities that covers each of the six areas of learning. Children relish their time spent at the pre-school and demonstrate a strong sense of belonging. Great emphasis is placed on children developing independence in all areas. They are happy and confident as they learn new skills and develop their independence. For example, children enjoy being the helper for the day; choosing their snack or confidently taking themselves to the toilet. Staff support children well by joining in their play and constantly talking to them and listening to their responses. This helps to build children's communication and thinking skills. Children are encouraged to ask questions which develop their confidence in participating in conversations. Children are making strong progress in their learning and development. They are learning about the wider society through using a comprehensive range of resources that promote diversity, including celebrating a range of cultural festivals.

Children develop an enjoyment of books in the well resourced book area. Staff are skilful in developing children's awareness of letters and sounds through rhymes and songs. Children are becoming confident in recognising their own names through self-registration. Access to writing table enables them to practise their emergent writing skills. However, not all activity areas fully encourage children to experiment with writing for themselves through making marks, personal writing symbols and conventional script during their everyday play and activities. Children have many opportunities to develop their problem solving and numeracy skills and enjoy taking part in singing and counting songs, along with matching and sorting games. Children have excellent opportunities to develop their creativity and

imaginations in the extensively resourced art and craft and role play areas. They enjoy developing their information communication and technology skills using cameras, electronic toys and the computer. Children have great fun learning about nature and the wider world through various themes and topics, such as planting activities and nature walks. Comprehensive policies and procedures underpin the pre-school's excellent practice and are used effectively to promote all aspects of children's health and welfare. Children have very good opportunities to develop their physical skills through exercises, such as running and kicking balls, or when riding on bikes and scooters as they play in the garden. Children are able to negotiate their way around the indoor and outdoor spaces confidently and safely, showing their understanding of how to behave in ways that are safe for themselves and others.

The premises are clean and maintained to a high standard. Children learn about staying safe and to adopt healthy lifestyles. They are provided with healthy snacks and learn about healthy eating and the benefits of this to their bodies. Staff are aware of the children's dietary needs and work with the parents to ensure children's specific needs are appropriately met. Children are helped to manage their own personal hygiene with excellent support from the staff. Visual pictures and posters help to remind children about the importance of hand washing. Children are helped to understand how to keep themselves safe through the frequent practice of the evacuation procedures, and talking about being safe on the road. Staff are aware of their responsibility in promoting a safe environment and promoting children's understanding of keeping themselves safe. The children show a strong sense of security and that they feel safe within the setting. They are confident and contented and have developed an excellent relationship with the staff and their peers as they learn to play harmoniously with each other.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met