

Sunny Dayz Pre-School

St Johns Church Hall, Rownhams Lane, Rownhams, SO16 8AR

Inspection date

Previous inspection date

10/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Staff provide an extensive range of activities and experiences to effectively promote children's understanding of the world.
- Staff promote children's understanding of being healthy successfully, both through healthy eating and regular exercise.
- The safeguarding procedures are robust and effective to promote the welfare of all children.
- Staff manage children's behaviour consistently across the pre-school to ensure children are developing a clear sense of right and wrong.

It is not yet outstanding because

- The pre-school does not always fully support children with speech and language difficulties as early as possible.
- Children do not always have the opportunity to solve problems independently when they are engaged in activities.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all base rooms and the outside play area.
- The inspector spent time talking with the manager, parents, staff and children.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, policies and procedures.

Inspector

Lisa Cupples

Full report

Information about the setting

Sunny Dayz Pre-school registered in 2013. It operates from St Johns Church Hall in the Rownhams area of Southampton. Children have access to the main hall and a secure outside play area.

The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school is open from 9.30am to 3.30pm on Monday, Tuesday, Thursday and Friday during school term time only. Children can attend a variety of morning and afternoon sessions or stay all day. The pre-school provides free early education for children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities. There are currently 19 children on roll. The pre-school employs five members of staff to work directly with the children. Of these, all five hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- develop systems to further support children who have speech and language difficulties by acting on any identified concerns as soon as possible

- provide more opportunities for children to solve problems independently and enable them to learn through trial and error as they engage in activities.

Inspection judgements

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

Staff have a good understanding of the Statutory framework for the Early Years Foundation Stage and its requirements. They implement the educational programmes successfully to promote the children's learning in all areas overall. Consequently, children are making good progress in their learning and development. Staff spend time observing what the children can do and record the information clearly in the children's individual learning folders. Staff effectively use the information alongside the children's interests and different learning styles to identify and plan for the children's next learning steps. The children's key people gather information about their starting points from parents before the children attend. This enables staff to begin to plan activities and experiences to interest the children and help them to settle on arrival.

All staff demonstrate good quality teaching skills and they sit with the children at their level, engaging them in purposeful conversation. Children recall past events and share

personal experiences, such as talking about what they did at the weekend. Staff are interested in what the children say and respond well, extending their vocabulary at every opportunity. Staff also encourage children to complete tasks they have started. As a result, children maintain their focus on activities for an extended time, which develops their concentration skills in preparation for future learning. Staff plan a range of adult-led activities alongside the continuous provision which means children enjoy a selection of learning opportunities throughout the day. They work in small and large groups and benefit from one to one activities with staff. This promotes the children's social skills effectively, building their confidence and self-esteem successfully. Consequently, children are confident in all situations and openly share their ideas and thoughts. Staff ensure the learning environment is rich with text and numerals both inside and outside. As a result, children count at every opportunity and recognise numerals during games, such as, hopscotch with large number tiles and using numbered parking bays with the scooters. They make marks for a variety of purposes as they practise their early writing skills in different situations. Children have some opportunities to solve problems independently during their time at the pre-school. However, this is not always supported as effectively as other areas of the curriculum.

Children are developing an exceptionally good understanding of the world around them. They celebrate a range of international festivals and enjoy visits from the local police force and the fire brigade. This promotes the children's awareness of people who help them and further develops their interest in the local community. Staff plan an extensive range of planting and growing activities and children benefit from the 'mud kitchen' outside. They use bug boxes to hunt for mini beasts in the earth and enjoy tasting the fruit and vegetables they have grown. Staff organise the home corner well to attract the children's attention. As a result, this area is used frequently and children are able to express themselves freely as they act out personal experiences. For example, children use the telephone to take messages and pass the phone to staff, telling them who is calling.

The pre-school has established good procedures to support children during their move to school. Children are introduced to their new teachers and visit the local school. Staff have acquired a school uniform to familiarise the children with the changes they will be facing. Staff meet with local reception class staff and, with parental consent, they share key information to ensure the children's move to school goes smoothly. Consequently, children gain the skills they need to be ready for school or their next stage of learning.

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

All children are happy and settled during their time at the pre-school. The staff team spend time getting to know the children well. Consequently, children's individual welfare, learning and developmental needs are being met. Children sing songs and rhymes as they role-play, and laugh and joke with staff and other children. This demonstrates that children feel safe and secure and are relaxed in their pre-school environment. Staff gather a wealth of information from parents about their children's individual needs, before they attend, as they are settling in and as an ongoing part of communication and building positive and trusting relationships. As a result, children's individual needs are being met in

most respects, including health, dietary and cultural requirements and preferences. However, some children with speech and language difficulties are not always supported as soon as possible. This sometimes leads to a delay in children receiving the support they need without delay.

All children learn about the importance of keeping themselves safe through daily discussions and routines. Children often remind others of the safety rules, such as not running inside the hall, holding scissors safely and picking up toys and resources that have fallen on the floor. Records show children also learn about sun safety and they talk about wearing appropriate clothing in different types of weather. All children and staff practise regular fire drills. Older children are able to describe exactly what happens during a drill, demonstrating a clear understanding of the evacuation procedures. In addition, children help staff to complete the daily risk assessments to raise their awareness of potential dangers.

All children behave well because staff implement the clear rules and boundaries consistently. Staff actively recognise the children efforts and achievements and take time to praise and encourage children. This builds the children's confidence effectively and helps them to develop a strong sense of right and wrong from an early age. Staff are all positive role models and consequently, children know what is expected of them and are extremely polite and well mannered. Children are beginning to show consideration for each other during activities. For example, children move their chairs over so other children can join in, they ask if each other are all right and show concern if another child gets upset.

The pre-school has a healthy eating policy in place. Staff share the policy with parents to promote the inclusion of healthy options in the children's lunch boxes. The pre-school provides a healthy snack, consisting of fresh fruit or vegetables and a form of carbohydrate to maintain the children's sugar levels throughout the sessions. Snack time is a social event and children decide when they would like to eat. They chat with each other and staff about the types of food that are good for them. Children show high levels of independence and good self-care skills as they chop and peel their own fruit and wash their hands independently at appropriate times. Children clear away after snack and wash their own plates and cups. All children have access to the secure outside learning environment where they experience an extensive range of activities. Outside play covers all areas of the curriculum and children say they 'really like digging and planting in the mud and dirt'. Children have many opportunities to practise their physical skills, both inside and outside as they learn about the importance of regular exercise.

All children benefit from the open communication and two-way flow of information between the pre-school staff and their parents. Parents are able to speak with staff at any time and have access to their children's records on request. The parents spoken to during the inspection were very pleased with the progress their children are making at the pre-school. Staff organise events, such as parent play days and craft days to involve the parents in their children's learning. This also enables staff to share information about the Statutory framework for the Early Years Foundation Stage in a practical way.

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

The pre-school procedures for safeguarding are comprehensive and effective. All staff have attended safeguarding training and they all know how to implement the procedures to promote the welfare of the children in their care. The manager displays the Local Safeguarding Children's Board contact details and procedures around the setting for staff, parents and visitors' information. Staff discuss all safeguarding policies with parents to ensure they are aware of the pre-schools child protection responsibilities. All parents have access to hard copy policies and there are copies of all policies on display for them to read at any time. All children benefit from a safe and secure play and learning environment because all staff are vigilant and take steps to minimise any potential risks to children. For example, daily checks and full written risk assessments are carried out covering all areas the children come into contact with, including outings. The manager and directors implement robust and rigorous recruitment and vetting systems consistently to ensure all adults in the pre-school are suitable to work with children. Visitors are required to sign in and out of the premises and must show their identification on arrival.

The manager and staff implement rigorous self-evaluation procedures to identify priorities for further development to raise standards in the pre-school. All staff, parents and the children are actively involved in the evaluation of the pre-school so that they reflect the views of all their users. As a result of the staff teams continual evaluation and reflective practice, many changes have been put in place to improve the outcomes for children and drive improvement across the pre-school. For example, staff have improved the layout of the hall to ensure the book/quiet corner is more attractive and comfortable for children. A parent's communication book has been introduced and the use of the outside area has developed to ensure all seven areas of learning are included.

Effective performance management systems ensure all staff are confident in their roles within the pre-school. The manager carries out continual monitoring of staff practice, identify training needs and reviewing all paperwork to ensure it is maintained to a good standard. The manager monitors the quality of activities and experiences provided for the children. All staff complete regular training to ensure their personal skills and professional development continues to grow. Because of the nurturing style of management in the pre-school, all staff are enthusiastic about the work they do and they are all keen to keep improving outcomes for all children.

The pre-school has strong links with a variety of external agencies to ensure all children's individual needs are met overall. The special needs coordinator is knowledgeable and works closely in partnership with the parents to address most concerns in a timely fashion. She implements individual strategies, agreed with parents to ensure a consistent approach both at home and in the pre-school for the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY459472
Local authority	Hampshire
Inspection number	931593
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	21
Number of children on roll	19
Name of provider	Sunny Dayz Pre-School
Date of previous inspection	not applicable
Telephone number	07872509823

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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