

# Sunny Days Pre-School(Malmesbury) CIC

The Old Bungalow, Bremilham Road, Malmesbury, Wiltshire, SN16 0DQ



<b>Inspection date</b>	3 November 2015
Previous inspection date	23 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Managers evaluate the quality of provision through accurate self-evaluation, taking into account the views of parents and children to continuously improve practice.
- Parents speak very highly of the staff team. They say that their children are safe at pre-school. Staff keep parents regularly informed about the next steps in their children's learning.
- All children are making good progress, including those that need additional help.
- Managers and leaders are ambitious and have an effective programme of professional development that helps practitioners to improve their knowledge and practice.
- Staff consistently use positive strategies to promote good behaviour throughout the pre-school.

### It is not yet outstanding because:

- Although key persons are aware of their children's progress, they do not always share what they know with other staff to help them more effectively promote each child's next steps in their learning.
- Occasionally, during some activities, such as large group times, less confident children are not always fully encouraged to take part.

## What the setting needs to do to improve further

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

- develop more effective systems for key persons to share what they know about their children's development with all staff
- extend the level of support for those children who are less confident, especially during large group activities.

### Inspection activities

- The inspector held discussions with parents.
- The inspector held discussions with the setting's manager and staff.
- The inspector carried out a joint observation of staff with the manager.
- The inspector sampled a range of documentation, including records of children's learning and staff suitability checks.
- The inspector observed the quality of teaching and learning.

### Inspector

Claire Boparai

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Secure recruitment and vetting procedures ensure staff are suitable. All staff have a secure knowledge of child protection concerns and know the correct processes to follow. The manager monitors staff practice effectively, for example, with regular meetings and appraisals. Overall, staff use their qualifications and work together to ensure children are given the support they need. Leadership is effective and the staff understand their roles and responsibilities well. Managers and staff have regular meetings to evaluate the provision. They take into account the views of parents and children to help drive improvement. The manager forms good links with other early years providers children may attend, which help to promote consistency in children's care and learning.

### Quality of teaching, learning and assessment is good

The quality of teaching across the setting is consistently strong. Staff use information from parents about what children already know and can do to plan for children's progress using their individual needs and interests. The children are enthusiastic and busy in activities; for example, outside some enjoy painting pictures of fireworks, while others explore the tray with pinecones, leaves and mini-beasts. This ignites children's conversation and exploration. Staff ask effective questions, giving them time to think for themselves and respond in their own way. Children make independent choices in their play, such as the colours they need to paint their fireworks pictures.

### Personal development, behaviour and welfare are good

Children receive clear, gentle reminders about behaviour expectations. As a result, children respond well and their behaviour is good. The good use of an effective key-person system means children form strong relationships with the staff, who are responsive to their needs. This helps children feel safe and emotionally prepared for the next stages of their learning. Children show good levels of confidence. They enjoy using a broad range of resources and being physically active both inside and outdoors. Staff promote children's personal independence and physical skills well, such as teaching them to peel fruit for snack time.

### Outcomes for children are good

Children progress well and are prepared for their next stage in their learning. Where staff have identified gaps in children's learning, they plan effective strategies to narrow the gap. This helps children to be ready for school.

## Setting details

<b>Unique reference number</b>	EY429458
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	822783
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	27
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Sunny Days Pre-School (Malmesbury) CIC
<b>Date of previous inspection</b>	23 November 2011
<b>Telephone number</b>	01666 828913

Sunny Days Pre-School (Malmesbury) CIC opened in September 2010. It is situated in Malmesbury, Wiltshire. The pre-school opens Monday, Thursday and Friday 09:15 to 13:15; Tuesday 09:15 to 14:15 and Wednesday 09:15 to 12:15 during term time only. The pre-school is in receipt of funding for the provision of free early years education to children aged three and four years. The pre-school employs six staff, all of whom hold appropriate early years qualifications from levels 2 to 4.

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