

# Sunny Days Child Care

Redcar Community College, Kirkleatham Lane, Redcar, Cleveland, TS10 4AB



## Inspection date

5 November 2015

Previous inspection date

27 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- The ability of senior leaders to accurately identify the quality of practice across the pre-school is a strength. Since the last inspection, leaders have improved the outdoor play space and have reviewed and strengthened policies and procedures to ensure the ongoing safety of children.
- Staff offer children a wide range of exciting and challenging opportunities to learn. As a result, all children are motivated, engaged and eager to investigate the environment around them.
- Well qualified practitioners are adept at identifying and reviewing children's interests, strengths and individual needs. This, alongside good quality teaching, ensures all children make good progress from their starting points.
- Parents benefit from strong partnerships with staff at all levels. They are consulted on all aspects of their child's care and learning. Many also take part in opportunities to be involved in their child's learning at home.

### It is not yet outstanding because:

- There are not always sufficient resources available to fully support older children's attempts at independent writing.
- The impact of additional support provided by the setting is not always clearly evidenced. This is because procedures to monitor the progress of specific groups of children are not fully developed.

## What the setting needs to do to improve further

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

- further enhance the learning environment for older children through the provision of additional resources that support their attempts at early independent writing
- improve the monitoring of the progress made by different groups of children, so that the impact of planned interventions is clear and shows that gaps in learning are closing.

### Inspection activities

- The inspector observed activities in the main play room inside as well as the outside play space.
- The inspector spoke to the manager, members of staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies, procedures, self-evaluation and improvement planning documents.

### Inspector

Jayne Utting HMI

## Inspection findings

### Effectiveness of the leadership and management is good

Good arrangements for regular supervision and observing staff performance have ensured consistently good practice, particularly in relation to observation, assessment and planning. Senior leaders keep a close check on the progress of individual children and provide extra support for those with identified needs, to good effect. However, systems to monitor the progress of specific groups of children are less well developed. This means that the impact of any interventions for particular groups of children is not always as clearly evidenced. Policies and procedures to ensure the safety of children have been reviewed and strengthened, including collection and pick up arrangements. This, along with training and effective partnerships with others in the community, ensures that arrangements for safeguarding are effective.

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

Staff have a detailed understanding of the needs and interests of individual children as well as a good knowledge of how they learn. They use these effectively to provide a rich, stimulating learning environment which both engages and challenges all children. Younger children are supported to join in and play together, laying the foundation for the development of friendships. Older children initiate many activities for themselves, which are then skilfully supported by staff. For example, as children explore the wild garden, collecting autumn leaves and hunting for bugs, staff prompt them to discuss previous learning and to ask questions to help them complete the task. The well-resourced, exciting environment ensures children develop a love for learning. This, alongside good quality teaching helps children gain essential skills for future learning.

### Personal development, behaviour and welfare are good

Children are happy, confident and independent learners due to the secure attachments they have developed with their key person. Information collected from parents ensures that daily care practices follow home routines and so support the emotional security and well-being of the youngest children well. Staff are good role models and teach children to listen to one another, be kind and build strong friendships. Children are encouraged to become increasingly independent, pouring their own drinks and putting coats on. Outdoor activities encourage children to take risks and challenge themselves through a variety of apparatus and resources. Children move on into school with confidence. This is because staff take effective steps to ensure they are well prepared for these changes.

### Outcomes for children are good

Assessment information is used effectively to inform planning for individual children. As a result, all children, including those with special educational needs, are challenged appropriately and so make good progress in their learning. Where concerns are identified, staff liaise with parents and other relevant professionals, ensuring children receive the individualised support they need. High quality interventions for smaller groups of children are effective and ensure that any gaps in learning are identified and narrowed swiftly. For example, new starters enjoy a 'social group', designed to build confidence.

## Setting details

<b>Unique reference number</b>	EY342162
<b>Local authority</b>	Redcar & Cleveland
<b>Inspection number</b>	1031214
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Redcar Sunny Days Playgroup Committee
<b>Date of previous inspection</b>	27 March 2014
<b>Telephone number</b>	01642 484 404

The Sunny Days Childcare was registered in 2006 and is on the Early Years Register and the compulsory part of the Childcare Register. It is managed by a management committee. It operates from a portacabin in the grounds of Redcar Academy. The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above, including one with Early Years Professional Status. The nursery opens Monday to Friday. Sessions are from 9am until 12.00pm and 1pm until 4pm. There are currently 35 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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