

# Sunny Days Pre School Fynamore

Fynamore Primary School, Calne, SN11 9UG



|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 20 June 2017   |
| Previous inspection date | Not applicable |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| 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

- Good systems are in place to enable children to form confident relationships with keypersons. Staff are sensitive and nurturing, enabling children to feel safe, secure and ready to learn. Children are confident and develop good self-esteem.
- Staff are effective role models for children. They set clear boundaries and expectations, consistently encouraging all children to respect one another, share and play cooperatively. Children's behaviour is good.
- Children enthusiastically participate in a broad range of interesting activities. They are active learners who demonstrate curiosity and interest in all that is available. Staff are quick to identify and address any gaps in learning and take action to ensure every child makes good progress.
- Staff teach children about a healthy, safe lifestyle, such as through conversations and actions. For example, staff wear their sun hats and sun cream and regularly have a drink of water in hot weather; they encourage children to do the same.

### It is not yet outstanding because:

- At times, the manager does not ensure that the setting's policies and procedures are clear and understood by all parents.
- Staff do not provide full opportunities for children to use their home language in play and learning.

## What the setting needs to do to improve further

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

- improve ways of communicating with parents and carers so they are fully aware of how the setting works, with particular regard to keeping children safe and healthy, and what they can do if they have a complaint
- develop teaching skills and understanding of diversity further to enable children to share and use their home language fully in their play and activities.

### Inspection activities

- The inspector had a tour of the premises and reviewed the resources with the manager.
- The inspector observed the children and staff at play indoors and in the garden.
- The inspector observed an activity and discussed teaching with the manager.
- The inspector discussed the setting with a number of parents.
- The inspector reviewed a selection of relevant records and documentation.

### Inspector

Lynne Lewington

## Inspection findings

### Effectiveness of the leadership and management is good

Staff develop good working relationships with other professionals, such as health visitors, speech and language therapists and teachers, to get the support children need. Safeguarding is effective. All staff are aware of the action to take if they have concerns for the welfare of a child. Staff carefully risk assess the premises, and are highly vigilant, indoors and outdoors, to help keep children safe. Parents are kept well informed of their children's progress at regular meetings with their children's key person. The manager considers the views of staff, parents and children when evaluating the service. Plans for continuous improvement are focused and well organised. Staff attend training and share their knowledge with their colleagues to improve teaching across the setting.

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

Staff plan a variety of enjoyable activities to encourage children's creativity and use of language. For example, children talk about their cooking in the mud kitchen and the adventures of the dinosaurs in the sand tray. Children concentrate and persevere well, for instance, as they make marks with pens, form the letters of their names and write numbers. Staff encourage children's physical development effectively. For example, they help children to use scissors independently and to balance as they walk along the planks or kick the ball. Staff promote children's early literacy skills. For example, children use books confidently indoors and outdoors. They enjoy listening to stories and confidently answer questions about the images and characters in the book.

### Personal development, behaviour and welfare are good

Children take carefully supervised risks in their activities, encouraging their awareness of safe behaviours. For example, they learn to use knives with care as they cut the fruit at snack time. Children make friends and settle quickly into activities when they arrive. They enjoy opportunities to develop their personal independence. For example, they prepare and serve their own healthy snack and lunch and pour their own drinks. Staff successfully plan the day to provide a variety of experiences and opportunities. For example, children have many opportunities to independently explore and make choices, and times when they join with their key group and key person for a planned focused activity. Children demonstrate an increasing awareness of good hygiene routines.

### Outcomes for children are good

Children are sociable, curious and active learners who are well prepared for the move to school. For example, children learn to recognise the needs of others around them as they learn to share, take turns and resolve problems. They learn to listen and they confidently ask questions and attend to their own personal needs. Children use real plans in their construction area. They talk about the shapes on the plan and experiment at drawing similar shapes. Children recognise and begin to write letters and numbers.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY487232  |
| <b>Local authority</b>                           | Wiltshire   |
| <b>Inspection number</b>                         | 1013516   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 3 - 8   |
| <b>Total number of places</b>                    | 40  |
| <b>Number of children on roll</b>                | 62  |
| <b>Name of registered person</b>                 | Sunny Days Childrens Nursery Ltd  |
| <b>Registered person unique reference number</b> | RP903431  |
| <b>Date of previous inspection</b>               | Not applicable  |
| <b>Telephone number</b>                          | 01249 818824  |

Sunny Days Pre-School registered in 2014. The pre-school is in the grounds of Fynamore School in Calne, Wiltshire. The pre-school receives funding for free early education for children aged two, three and four years. The setting is open each weekday from 7.30am to 5.30pm. It also offers before- and after-school care and holiday care for older children. The pre-school has 10 members of staff; of these, one has achieved early years professional status, one holds an appropriate qualification at level 6, and six staff hold early years qualifications at level 3.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

