

# Sunny Days Pre School Lyneham

Lyneham Primary School, Preston Lane, Lyneham, CHIPPENHAM, Wiltshire, SN15 4QJ



## Inspection date

14 July 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Leaders effectively support the well-qualified staff team. For example, staff have regular supervision and team meetings. Leaders closely observe and monitor staff teaching, making sure they support the children's needs well.
- Leaders establish strong relationships with the linked school, providing consistent support for children as they prepare to move on to school. They work closely with other professionals involved in children's care and learning, to ensure children make good progress in their learning and development.
- Partnerships with parents are effective. Leaders and staff keep parents well informed about their children's learning. Parents are very complimentary about the staff team. For example, they comment on how well staff share ideas on how they can support learning further in the home.
- Children behave well. Staff are good role models. For example, they use resources, such as sand timers, to help children understand about fairness and taking turns.

### It is not yet outstanding because:

- On occasion, some staff are too keen to provide answers to questions they ask before giving children the opportunity to think and find solutions for themselves.
- Although staff supervise children well, they do not make the best use of some opportunities that arise to help develop children's awareness of assessing risks for themselves and how to avoid potential accidents.

## What the setting needs to do to improve further

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

- give children more time to express their knowledge, think through ideas and respond to questions asked
- make the most of opportunities that arise to raise children's awareness of safety and how to assess risks for themselves.

### Inspection activities

- The inspector observed the activities, and the quality of teaching and supervision of children throughout the setting.
- The inspector held discussions with the leadership team, and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including staff suitability checks; self-assessment information; children's observation, assessment and planning records; and documentation linked to monitoring children's progress.
- The inspector took into account the written views of parents and the views of parents spoken to on the day of the inspection.

### Inspector

June Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff and management attend regular training and are clear about their role in protecting children. Leaders follow safer recruitment guidelines to ensure new staff are suitable and existing staff remain so. Self-evaluation is successful. Leaders work towards targeted improvements to continually improve outcomes for children. They monitor children's achievements closely and make good use of data about children's progress, to make changes where they identify weaker areas in learning. Leaders work well to use additional funding effectively, to ensure gaps in children's learning narrow and they make good progress. They support the well-qualified staff well to update their professional skills and expertise. For example, following on from training, staff provide a stimulating environment, offering children good opportunities for open-ended play.

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

Staff have a good understanding of how children learn. They complete regular assessments and monitor children's achievements well, to effectively plan for their learning. Staff support children well to develop a good understanding of the world from their interests in holiday travel. For example, children make passports, look at maps and discuss the places around the world, such as America, that they can travel to in their imaginary play. Staff place a clear focus on supporting children's early literacy skills. For instance, they encourage children to write their names and ages in their play passport books. Children listen intently to stories and review them, drawing their favourite part of the story.

### Personal development, behaviour and welfare are good

Children develop a positive awareness of similarities and differences between themselves and other people. For example, they have a good understanding that some people speak other languages. Children talk confidently about other countries they have lived in and share songs they have learned in other languages. They develop high levels of confidence and self-esteem through the praise they receive for their achievements. For example, children display a huge sense of pride when staff add their name to the 'sunshine tree'. Staff support children's physical abilities well. For example, children have opportunities to be outdoors on a daily basis. Younger children take part in daily movement sessions, and think of different ways to move their bodies.

### Outcomes for children are good

All children make good progress from their starting points. They receive effective support to develop the skills they need for their future learning and the eventual move to school. Children develop their early writing skills well. For example, they show pride in writing their names. Children enjoy exploring and discovering. For instance, they pick herbs, and add them to water and mud play.

## Setting details

<b>Unique reference number</b>	EY487237
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	1011923
<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>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	72
<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 891434

Sunny Days Pre School Lyneham operates from within the grounds of Lyneham Primary School. The setting opened in 2013 and registered under a new company name in 2015. The pre-school is open daily during term time from 8.45am to 3pm. There are eight staff members who work with the children, four of whom have appropriate qualifications to level 3 or above. In addition, the manager holds early years professional status and one of the directors holds early years teacher status. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

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