

Sunny Days Pre-School

Derehams Lane, High Wycombe, Buckinghamshire, HP10 9RR



Inspection date

Previous inspection date

18 September 2017

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

- All children, including those who have special educational needs and/or disabilities, make good progress from their starting points. Staff provide a variety of stimulating and challenging activities that children explore with confidence.
- Staff help children gain a good knowledge of their local community in many ways. For example, children enjoy visits to local places of interest, such as parks, and members of the local community visit the children and talk to them about their roles.
- Children are confident and learn how to behave well. Staff nurture children and value their efforts and achievements. They encourage children to be friendly, kind and considerate to each other.
- The manager leads her experienced staff team well and closely monitors and tracks children's progress. She highlights any gaps in development promptly and provides children with support to catch up in their learning at a good rate.

It is not yet outstanding because:

- Staff do not consistently recognise opportunities to extend children's counting skills and problem solving.
- Although staff seek initial information from parents about children's care needs, they are less successful in finding out what children already know and can do to plan learning experiences from the start.

What the setting needs to do to improve further

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

- help staff recognise and make better use of opportunities to develop children's mathematical and problem-solving skills further
- seek more detailed information from parents about children's level of development when they first join the setting so that more specific next steps can be planned at the start.

Inspection activities

- The inspector observed activities in the main room and the outside learning environment.
- The inspector held discussions with the provider, manager, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of safeguarding practices, staff recruitment, staff training and professional development, and the self-evaluation process.

Inspector

Amanda Perkin

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders follow thorough and effective recruitment procedures to ensure the suitability of those they employ to work with children. They complete ongoing reviews of the premises to ensure that children are kept safe. Leaders organise regular training for all staff to ensure they have a suitable understanding of how to recognise and respond to any concerns to protect a child's welfare. They use funding effectively to ensure any gaps in learning quickly narrow. Leaders seek the views of parents, children and the local authority adviser to better target improvements. For example, they have ensured children have better access to a wide range of books to help their developing literacy skills. Staff appreciate the regular opportunities to discuss their performance and the effective guidance and training from the manager that help maintain their good standards of teaching. For example, following training, staff are developing 'risky play' for children, using real tools under close supervision.

Quality of teaching, learning and assessment is good

Staff use their ongoing observations and assessments of children to provide opportunities for children to achieve the next steps in their learning. They get down to the children's level and join in their play experiences. They help children talk about what they see and do. For example, children talk about the different marks they make in the sand and on the chalk boards. Staff work very well with parents. Parents report that they feel well informed about their children's progress and that they appreciate the opportunities to help build on children's learning at home. For example, staff send home suggestions and resources for activities for parents and children to complete together.

Personal development, behaviour and welfare are good

Children are emotionally well supported by the caring and attentive staff, who help them to form strong attachments. Children benefit from good arrangements to help them settle in, including an effective key-person system. Staff use their good links with the schools that children go on to attend, to support the transition process. Children enjoy physical exercise outdoors. For example, children dig in the sandpit, regularly take part in woodland activities and race around on scooters as part of developing their health and well-being. Children explore diversity in different ways. For example, staff help children value each other's differences, including their home languages and cultural celebrations. Children are happy and settled in a nurturing environment. For example, one child declares, 'I love you pre-school, it is like home.'

Outcomes for children are good

All children are eager and motivated to learn a good range of skills. They are interested in numbers, letters and the sounds they represent. Children readily engage in conversation and most express themselves confidently. Children learn to do things for themselves, such as serving themselves snacks and pouring their own drinks. They are prepared well emotionally and gain the skills they need for future learning.

Setting details

Unique reference number	EY493415
Local authority	Buckinghamshire
Inspection number	1025142
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	23
Number of children on roll	13
Name of registered person	Little Buddies Preschools Limited
Registered person unique reference number	RP534882
Date of previous inspection	Not applicable
Telephone number	07784926500

Sunny Days Pre-School registered in 2015 and operates from Loudwater in High Wycombe, Buckinghamshire. It opens during term times, on Monday, Tuesday and Friday from 8.30am to 12.15pm, and on Wednesday and Thursday from 8.30am to 3pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years, and is in receipt of early years pupil premium funding. The nursery employs four staff, all of whom hold appropriate early years qualifications at level 3 or above.

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