

Sunny Days Pre-School(Malmesbury) CIC



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

Inspection date	28 March 2019
Previous inspection date	3 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 and staff have high expectations of what children can achieve. They provide a wide range of stimulating and challenging activities which children are eager to explore. All children make good progress from their starting points.
- Staff build strong, respectful relationships with children. They are nurturing and know how to settle children and meet their emotional needs.
- Leaders and staff are good role models. Children behave well and quickly develop an understanding of right and wrong. Children are kind and tolerant, and are encouraged to share toys and equipment.
- Staff encourage children to do things for themselves, and teach them the importance of personal hygiene. For example, children routinely wash their hands, pour their own drinks and prepare their own snack. This helps to support their independence.
- The manager successfully evaluates feedback from local schools and outside professionals to impact directly on children's readiness for school. For example, following feedback, staff have been working hard at teaching children early writing skills, which has had a positive effect on children's learning and development.
- The manager's monitoring of staff's practice is not yet strong enough to help individual staff members to raise the quality of their practice to an even higher level.
- Staff do not consistently use parents' strong knowledge of their children on entry to identify each child's starting points and inform planning from the outset.

What the setting needs to do to improve further

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

- refine systems used for monitoring staff's practice, to help individual staff members to raise the quality of practice to a higher level
- gain further information from parents when children first start, about what their child knows and can do, to support the initial planning of activities and experiences.

Inspection activities

- The inspector observed staff interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including evidence of the suitability of all those working at the pre-school.
- The inspector spoke to children, parents and staff, and took their views into consideration.
- The inspector carried out a joint observation with the manager.

Inspector
Tracey Cook

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate a good understanding of how to identify any children who may be at risk of harm. They know what action to take if they have any concerns about a child's welfare. The manager thoroughly monitors and analyses children's progress, including that of specific groups of children. She takes swift action to address any identified gaps in children's learning. Staff work in successful partnership with parents and other professionals to support children with special educational needs and/or disabilities. Parents are very positive about the care and consideration staff show towards their children. They are well informed about the progress their children make and the ways in which they can help them. The manager and staff work well together. They attend regular training and accurately evaluate the quality of the provision, which has a positive impact on children's learning and development.

Quality of teaching, learning and assessment is good

Staff routinely observe and assess children's development. They use this information to extend children's learning and build on their existing skills. For example, they provide younger children with small-world play characters, houses and vehicles to play make-believe games. They support older children to play shopkeepers and pretend to sell the play food they are cooking. Staff interact with children at their level; they add explanations to their learning and show them how to use the props or resources available. This helps to build on the children's creative and imaginative skills. Staff support children to communicate well, listen and enjoy learning. For example, they ask the children questions as they read to them, to maintain their interest.

Personal development, behaviour and welfare are good

Staff continuously praise children and celebrate their achievements. This helps boost their confidence and self-esteem. Children have plenty of opportunities for fresh air and exercise in the well-developed garden. For example, they learn new ways to move across the balance beam, such as sliding on their stomachs. This supports their physical development. Children learn about the similarities and differences between people. For example, they enjoy memory games where they learn about different people in the community, such as doctors. Children learn to keep themselves safe and manage risks for themselves. For example, they learn about stranger danger.

Outcomes for children are good

Children are confident, happy and self-motivated to learn. They enjoy sharing stories with staff and learn to express themselves in different ways. Younger children learn to play well with others. Older children develop good fine motor skills. For example, they take care when drawing pictures with chalks and cutting out ducks as they make Easter hats. Children develop good mathematical skills as they learn to count and recognise numbers. For example, they can recognise the numbers on the holes as they play golf. All children are well prepared for their next stage of learning.

Setting details

Unique reference number	EY429458
Local authority	Wiltshire
Inspection number	10066855
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	27
Number of children on roll	32
Name of registered person	Sunny Days Pre-School (Malmesbury) CIC
Registered person unique reference number	RP530734
Date of previous inspection	3 November 2015
Telephone number	01666 828913

Sunny Days Pre-School (Malmesbury) CIC opened in September 2010 and is located in Malmesbury, Wiltshire. The pre-school opens Monday, Tuesday and Thursday from 9.15am to 1.15pm and on Wednesday from 9.15am to 12.15pm, during term time only. The pre-school provides funded early education for three- and four-year-old children. The provider employs six staff, all of whom hold appropriate early years qualifications. The manager holds a relevant qualification at level 3.

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