

Sunny Days Nursery

Play Dome Ltd, Unit 1, Gloucester Crescent, Honiton EX14 1DB



Inspection date

2 July 2019

Previous inspection date

4 February 2016

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

- The leadership team evaluates the provision accurately and makes positive improvements continuously. It involves parents, staff and children in the process. For example, children helped to decide what books to buy, which supports their literacy skills well.
- Staff provide plenty of interesting activities that children are eager to explore. Children are enthusiastic and motivated to learn. They behave well and make good progress in their development given their individual starting points.
- The leadership team has thorough systems to monitor children's development, identify gaps quickly and ensure children receive any additional support they may need. Staff address any identified gaps in children's learning rapidly through, for example, early intervention and working in partnership with external agencies and parents.
- Staff develop strong partnerships with parents. They provide parents with detailed information about their child's learning through, for example, an online learning journey, home books and parent meetings. Staff support parents effectively to continue their child's learning at home. For instance, children borrow 'home bags' which include activities to share with their parents.
- Staff are attentive and caring, which helps children to settle quickly and feel emotionally secure. Staff welcome, respect and value all children and families.
- On occasion, staff overlook opportunities to provide the highest level of challenge during activities in order to build as much as possible on what children can already do.
- Staff do not consistently maintain close links with all other settings attended by children in order to exchange information and further support children's progress.

What the setting needs to do to improve further

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

- provide the highest levels of challenge to help all children make even more rapid progress
- strengthen partnership work with other settings to secure high-quality exchanges of information that support the best outcomes for children.

Inspection activities

- The inspector observed children and staff engaged in activities, indoors and outdoors, and talked to them at appropriate times.
- The inspector conducted a joint observation with the director. The inspector met with the leadership team at appropriate times throughout the inspection to discuss how it monitors and supports staff.
- The inspector looked at a range of relevant documentation, including policies and children's records.
- The inspector checked evidence of staff suitability and qualifications.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector
Petra Morgan

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Leaders and staff understand fully the procedures to follow if they have a concern about a child's welfare. The premises are secure and staff are well deployed and supervise children well. The leadership team has thorough recruitment and induction systems in place to ensure all staff are suitable for their roles. Leaders support staff practice effectively with regular one-to-one meetings and offer many professional development opportunities. For example, following on from training, staff have increased their knowledge of how to support children's mathematical development further. Staff use peer observations to reflect on, and improve, their own practice. The leadership team monitors the progress of groups of children effectively and uses additional funding well to meet children's individual needs and improve outcomes for them.

Quality of teaching, learning and assessment is good

Staff use their accurate observations and assessments of children to identify, and plan for, the next steps in children's learning well. They provide balls for babies to throw and roll, which helps develop their hand-to-eye coordination. Toddlers thoroughly enjoy the sensory feel of water beads and develop their fine motor skills. For example, they scoop these up and pour them into cups. Older children concentrate well. They shine torches through coloured shapes and discover what happens when they combine two colours. Children have many opportunities to develop their physical skills. Babies cruise around the furniture, and older children have great fun in the large soft-play area, where they balance, spin, climb and slide.

Personal development, behaviour and welfare are good

The friendly staff team provides a welcoming, well-resourced and nurturing environment. Children develop strong social skills. They are confident and excited to share their activities and achievements with visitors. Staff help children learn about the importance of a healthy lifestyle successfully. For example, children know they need to wash their hands before eating to get rid of germs. Staff cook nutritious food on the premises and cater for children who have allergies or dietary requirements well. Children learn to do things for themselves. For instance, toddlers pour their own drinks, and older children put on their shoes. Staff help children to think about, and respect, people's differences. For example, they teach children about a wide range of festivals.

Outcomes for children are good

All children develop the necessary skills they need for their future learning, including their move on to school. This includes those children with special educational needs and/or disabilities, those who receive additional funding and those who learn English as an additional language. Children learn to count and recognise shapes. They listen with interest as staff read stories to them. Younger children develop their early writing skills effectively as they make marks on paper. Older children attempt to write their names and identify letter sounds.

Setting details

Unique reference number	EY494582
Local authority	Devon
Inspection number	10076565
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 8
Total number of places	55
Number of children on roll	53
Name of registered person	Playdome Limited
Registered person unique reference number	RP534964
Date of previous inspection	4 February 2016
Telephone number	01404 548267

Sunny Days Nursery registered in 2015. It is situated in Honiton, Devon. The nursery opens Monday to Friday, from 7.45am to 6pm, for 51 weeks of the year. It receives funding to provide free early education for two-, three- and four-year-old children. There are 12 members of staff. Of these, one holds early years teacher status, one holds a qualification at level 6, two hold a qualification at level 5, six hold a qualification at level 3 and two are unqualified.

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