

Inspection of Sunny Days Preschool Nursery Ltd

109a Derby Road, RIPLEY, Derbyshire DE5 3HT

Inspection date: 28 November 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and content in this warm and welcoming nursery. They enter the nursery full of excitement and are eager to learn. They try new things, such as making Christmas decorations out of salt dough, and join in adult-led activities willingly. For example, at story time, older children sit and listen to well-read stories. They concentrate and join in, repeating rhyming words from a story about a witch and a broom. They giggle and laugh and show they are fully enjoying this activity.

Staff have high expectations for all children. They know them well and plan a wide range of interesting opportunities to help promote their learning. For example, children thoroughly enjoy making their Christmas lists for Santa. They talk to each other and use their small muscular skills to stick on pictures of what they would like. This ignites their imagination as they talk about decorating Christmas trees and seeing Santa's reindeers.

Children display good behaviour and respond well to the nursery's routines. For instance, as soon as they return from playing in the safe garden, older children immediately go to wash their hands. Young children make strong bonds with attentive staff. They often go for cuddles that reassure them and make them feel safe and secure.

What does the early years setting do well and what does it need to do better?

- The manager and director are ambitious and ensure children experience a planned and varied curriculum. Staff follow children's interests and interact with them in a positive manner. They motivate children well and extend their learning to help them achieve. However, older children are not always challenged to further extend their understanding of mathematics, particularly linked to shape and measurement.
- Staff support children's communication and language skills well. They sing nursery rhymes and songs with younger children. They provide older children with instructions to follow and engage them in purposeful conversations. This helps to develop children's thinking and speaking skills. Staff discuss with children how to use the electronic tablets to take photographs. This results in conversations about children's own experiences at home and photographs of their family.
- Children are confident and move around their rooms, self-selecting their own play from a range of activities. This helps them to develop independence skills from an early age. For example, children learn to put on their own coats and readily help themselves to water throughout the day. However, staff do extend children's understanding of how to use small tools, in order to promote their

independence to a greater level.

- Staff support children's enjoyment of healthy lifestyles. They ensure that children exercise and play outdoors daily. Children enjoy active play. They climb large tyres, kick balls and weave in and out of cones. These activities help children's physical development. Children make healthy choices at snack time and talk enthusiastically about their favourite fruit and how apples grow on trees.
- Staff offer opportunities that increase the children's current experiences from home. For example, children enjoy looking after 'Sunny the snail'. They help clean out his home and feed him his breakfast, which they call his 'porridge'. This helps children who do not have pets to learn how to care for living things.
- Children are beginning to develop friendships. They learn to play harmoniously together and to share and take turns. This is evident as younger children share the blocks to make bridges for their cars to go under. Children learn about diversity, which helps them to understand and respect differences between themselves and others. This includes playing with multicultural resources and learning about religious festivals from around the world.
- The director and manager support staff in their professional development. They observe their practice and offer feedback on what they do well. Advice is given on where they can improve their teaching further. Staff attend training to improve their performance. For example, they have attended a course linked to improving outcomes for younger children. This has resulted in staff providing more sensory activities, such as 'glittery play dough'.
- Parent partnerships are strong. Staff encourage a regular two-way flow of information. For example, they share children's achievements, next steps and the progress check for children aged between two and three years. This helps to support continuity of children's learning between the preschool and home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe from harm. They have extended their knowledge through training on the wider issues associated with child protection. They understand the procedures to follow should they have a concern about a child in their care, or in the event that an allegation is made against a member of staff. The director and manager follow robust recruitment procedures to ensure staff are suitable to work with children. The manager carries out risk assessment to ensure the premises is safe for children to play.

What does the setting need to do to improve?

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

- provide higher levels of challenge to extend children's early mathematical skills, including their understanding of shapes and measurement
- emphasise developing children's early independence to a greater level, with reference to using tools.

Setting details

Unique reference number	EY478092
Local authority	Derbyshire
Inspection number	10076008
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	2 to 4
Total number of places	34
Number of children on roll	43
Name of registered person	Sunny Days Preschool Nursery Ltd
Registered person unique reference number	RP533727
Telephone number	0781 4435899
Date of previous inspection	15 March 2016

Information about this early years setting

Sunny Days Preschool Nursery Ltd registered in 2014 and is located in Ripley, Derbyshire. The nursery opens from 8am until 4pm, Monday to Friday, term time only. The preschool employs seven members of staff. Of these, six staff hold appropriate early years qualifications at level 3 and the director holds a foundation degree in early years. The nursery is in receipt of funding for early education for two-, three- and four-year old children.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- The inspector carried out a learning walk with the manager, to discuss aspects of the curriculum. She held discussions with the manager throughout the inspection. The inspector spoke with members of staff and children at appropriate times during the inspection. She held discussions with the director at convenient times.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning and development.
- The inspector completed a joint evaluation of an activity with the manager. She discussed children's learning and development and the achievements they make.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection. In addition, she looked at written questionnaires completed by parents.
- The inspector reviewed a wide range of documentation, including attendance records, evidence of staff suitability checks and qualifications. She also sampled documentation linked to accidents, health and safety.

We carried out this inspection 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.

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