

# Inspection of Sunny Days Child Care

Redcar Community College, Kirkleatham Lane, Redcar, Cleveland TS10 4AB

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Inspection date: 15 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

The day care setting is welcoming and attractive for children. Children arrive happily and separate from parents confidently. Staff know the children in their care well and plan purposeful activities to challenge their development in all areas of learning. Leaders ensure there is a clear curriculum, focused on the needs of the children. Several new children have recently started, so the current priorities are around helping them to settle, develop confidence and positive relationships. Children who have been attending for a while help to support those who are newer to the setting. For example, they show others where to find aprons and drinking cups.

The setting is very well established with long-standing staff. Some adults previously cared for in their early years now bring their own children to the setting. Staff are positive role models and have high expectations for children's learning and behaviour. As a result, children's behaviour and attitudes are good. Children are well behaved and form strong relationships with staff and peers. They are motivated and demonstrate significant levels of involvement in activities. Children are keen to join in, share and cooperate with each other. They also show respect for the rules of the setting, the resources and environment, such as when helping to tidy away.

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

- The quality of education and teaching across all areas of the curriculum is good. Children are beginning to understand early mathematical concepts appropriate to their stage of development. Staff make good use of snack times to provide children with healthy food and to develop children's learning. For example, children talk about the shape of their crackers being a 'circle', 'square' or 'rectangle'. Staff promote choice and independence as children choose and spread their own fillings. Children talk about how cheese is made. They show high levels of independence when dressing for outdoor play and brushing their teeth. Children staying over lunchtime bring their own packed meals. Staff successfully encourage parents to provide their children with healthy and nutritious food items.
- Staff implement the key-person system well. This ensures that care practices meet children's individual needs. For example, staff adopt a sensitive and caring approach in helping children to use the toilet. This promotes children's confidence, self-esteem and sense of achievement.
- Staff promote children's language and communication skills effectively. They do this through regular discussions, singing and story times. In addition, children also participate in daily sessions specifically for boosting their language, auditory skills and talking.

- Children enjoy outdoor play and show good control and coordination in their large movements. For example, they enjoy using bicycles and scooters. Children are delighted to find some potatoes have grown since they last dug the garden. They talk proudly about the flowers that they have planted and discuss the different colours and smells. Children make good links in their learning. For example, they make model fish from play dough and then put these in the water tray.
- There is a strong staff team that works well together to provide good care and education for children. Peer observations provide constructive feedback that improves teaching practice. Staff ensure they quickly identify any children who may need early intervention. This prompts them to implement their procedures so that children receive support at the earliest opportunity. Staff also work well with other professionals and settings to meet children's needs.
- Parents express very positive comments about staff and the care and education their children receive. They know that behaviour within the setting is good. A new outdoor classroom has recently been purchased and children show a great deal of excitement about it.
- Children learn about diversity through a range of activities, including finding out about different cultural celebrations. Staff have developed a good relationship with a local care home. Children visit the older people who live there and participate in activities with them. The residents also visit the nursery, such as for fun days and summer fetes. Staff at both settings feel that the partnership is beneficial to all.

## Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate good knowledge and understanding of how to keep children safe. They are aware of the procedures to follow, including the whistle-blowing procedure, should they have concerns about a child or a colleague. All staff have a positive attitude towards continuous professional development and have completed online training courses since the last inspection. They are less aware of the 'Prevent' duty. However, this does not have a significant impact on the care of the children. The provider has made good progress since the last inspection, with the recommendations being fully addressed.

## What does the setting need to do to improve?

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

- improve all staff's knowledge and understanding of the 'Prevent Duty Guidance for England and Wales 2015'.

## Setting details

<b>Unique reference number</b>	EY342162
<b>Local authority</b>	Redcar and Cleveland
<b>Inspection number</b>	10071846
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Redcar Sunny Days Playgroup Committee
<b>Registered person unique reference number</b>	RP911547
<b>Telephone number</b>	01642 484 404
<b>Date of previous inspection</b>	5 November 2015

## Information about this early years setting

Sunny Days Child Care registered in 2006 and is overseen by a management committee. The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above, including one member of staff with a level 5 qualification and one with early years professional status. The nursery opens Monday to Friday all year round, except for two weeks at Christmas and one week in the summer. Opening times are 8am until midday and from 1pm until 5pm. Children can also stay over the lunch period. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Elaine McDonnell

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with children and staff throughout the inspection.
- A joint observation was conducted with the managers.
- A meeting was undertaken with the managers. The inspector looked at relevant documentation, including policies, children's learning information and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents and took account of their views.

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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