

# Inspection of Sunny Days Pre School Lyneham

Lyneham Primary School, Preston Lane, Lyneham, CHIPPENHAM, Wiltshire SN15  
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Inspection date: 30 January 2023

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

## What is it like to attend this early years setting?

### The provision is inadequate

The provider does not ensure that all staff have a good understanding of how to identify risks and keep children safe. In addition, staff do not have a good enough knowledge of child protection and safeguarding matters and are unable to monitor and protect children's welfare effectively. This puts children's safety at risk.

Children arrive enthusiastically, waving goodbye to their parents as they go in to join their friends to play. However, due to weaknesses in the quality of staff interactions with children, and weaknesses in staff's understanding of the curriculum, children spend a lot of their day wandering around with little engagement in learning. Some activities that staff provide interest children and get their attention. However, most activities are not well targeted to children's learning needs and interests. Therefore, children lose interest and wander off. Frequent changes to key persons mean that parents do not know who their child's key person is, and staff do not inform parents about their child's progress and what they need to learn next.

Children with special educational needs and/or disabilities (SEND) have some help from staff. Staff have involved support from other professionals and leaders have accessed funding with the aim of providing additional support to meet children's needs. However, there are inconsistencies in how staff use resources and strategies, such as those designed to help children maintain attention and manage transitions in routines. This can be very unsettling for children as they are not supported to understand what they will be doing next. Children are kind and considerate, they behave well and are very polite and respectful towards their friends and the adults who care for them.

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

- Leaders do not ensure that staff have a sufficient understanding of all aspects of safeguarding, despite attending relevant training. Leaders do not check that staff have a good enough awareness of how to identify and act on any concerns that they have about children's welfare. This puts children's safety at risk.
- Staff do not keep children safe as they do not know how to identify risks in the environment. Children balance on top of large garden equipment and are at risk of falling. However, staff simply stand by and watch them and do not support and guide them to ensure they manage risks safely.
- Staff identify children who have delays in their development and need additional help. They access support from other professionals and involve parents in meetings to decide what additional help children might need. However, leaders do not use additional funding well enough to ensure children's care and learning needs are met. Leaders do not make effective use of resources and strategies to

help children manage routines and transitions. This impacts on children's ability to successfully participate in routines, such as mealtimes.

- The key-person system in place is not effective. Although parents say that their children are happy in the nursery, many parents spoken to say that they do not know who their child's key person is. Parents do not have the information they need to enable them to successfully support their children's learning at home.
- Leaders fail to ensure that the staff have a good understanding of their curriculum and how to implement it. This means that children do not receive the support and challenge that they need to make good progress in their learning. Staff provide some activities for children. However, these are not targeted well to children's learning needs. Some children struggle to take part in group activities as staff do not consider children's level of understanding. Other activities lack challenge and children lose interest.
- The provider and leadership team have identified some weaknesses in staff practice. However, they have not taken action to improve the quality of experiences that children receive. Some staff do not interact with children to support their learning and do not recognise when children are wandering around with nothing to do.
- Leaders and staff do not ensure that they consider the needs of the children who speak English as an additional language. They do not take reasonable steps to provide children with support and opportunities to develop their use of English or use their home language in play and learning.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that children attending the nursery are safe. Weaknesses in staff's understanding of child protection and safeguarding practices mean that staff do not know how to identify if a child is at risk of harm or abuse. Staff's lack of understanding about effective risk assessment puts children at risk of harm.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
ensure all staff have a good understanding of how to identify and act on concerns about children's safety and welfare	24/02/2023

improve staff's understanding of risk assessment, so that they can identify risks and keep children safe	24/02/2023
improve the support for children who have delays in their development, including those with SEND, to ensure they receive the help they need to make good progress in their learning and development	24/02/2023
improve the use of the key-person systems to work with children's parents and to tailor support to children's individual needs	24/02/2023
provide staff with training, support and coaching to raise the quality of interactions with children	24/02/2023
improve staff knowledge and understanding of the curriculum, to engage and stimulate children and build on what they know and can do	24/02/2023
take reasonable steps to provide support for children who speak English as an additional language, to develop their communication skills and use their home language in play and learning.	24/02/2023

## Setting details

<b>Unique reference number</b>	EY487237
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10275307
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 10
<b>Total number of places</b>	40
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Sunny Days Childrens Nursery Ltd
<b>Registered person unique reference number</b>	RP903431
<b>Telephone number</b>	01249 891434
<b>Date of previous inspection</b>	14 July 2017

## Information about this early years setting

Sunny Days Pre School Lyneham operates from within the grounds of Lyneham Primary School. The setting registered 2015. The pre-school is open daily during term time from 7.30am to 6pm. There are eight staff members who work with the children, four hold qualifications at level 3 and one has a level 2 qualification. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Victoria Nicolson

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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