

Inspection of Sunnydays Preschool

St. Thomas Church Hall, St. Thomas Gardens, Bradley, HUDDERSFIELD HD2 1SL

Inspection date: 22 February 2023

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

What is it like to attend this early years setting?

The provision is good

Children enter the pre-school confident, eager and ready to learn. They quickly settle into the familiar routines and show high levels of independence. The curriculum is well planned and sequenced with key skills of focus brought into learning experiences. Interactions between staff and children are supportive and children are encouraged to try routine tasks themselves first before staff provide assistance. For example, staff encourage children to attempt to fasten and zip up their coats. This helps children to become increasingly more independent and resilient, and encourages them to persevere to overcome difficulties. This all helps with transitions to school and supports children in acquiring the required skills.

Weekly planned sessions help children to gain the different skills needed to ride a bike. They start with balance bikes and learn how to stop safely and to skilfully manoeuvre around obstacles. Children listen and follow instructions as they collect different coloured rings and place them at different locations, while having to concentrate on their balance. This sequencing in learning helps them to quickly develop the skills they need to use pedal bikes.

Staff deployment is effective to ensure children are safe and can operate independently within the setting. Staff are calm and caring when managing children's behaviour. They follow any agreed strategies as recommended by professionals in children's individual plans.

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

- Staff provide many opportunities for children to practise and hone their skills, which helps them to deepen their knowledge. Staff engage in lots of dialogue with children and model language well. Children are given time to think and respond to questions, unhurried by staff. A love and appreciation of books is actively encouraged, and children take books home to share with their family.
- Children take part in small-group registration activities and those transitioning to school develop in confidence as they speak up in group situations. They recall what they have learned at pre-school and enjoy sharing their experiences. Children learn to listen and to value what their peers have to say. For younger children, the focus is on listening and attention. However, on occasions, these discussions are not always pitched at the right level for these children, and they become distracted. For example, staff ask children what season it is and do not always fully consider what they want children to gain from these group times.
- Staff ensure that children take part in a range of activities where they develop their hand strength and coordination. Children learn how to use tools for different purposes as they flatten, cut and roll to make pancakes from dough. At snack times, they chop and peel their fruit.

- There are lots of opportunities for children to count, and staff are mindful of keeping the numbers small to ensure children have a secure knowledge before progressing to larger numbers. Children count how many children are at each table and calculate how many cups they need. They understand when another child comes to the table they need to add 'one more'. In the home corner, children observe that the brussels sprouts 'get smaller' as they peel away the layers.
- Children with special educational needs and/or disabilities are very well supported. Partnerships with parents and professionals are effective and staff have an in-depth understanding of children's individual needs and how best to support them. Funding is used to good effect to purchase specific resources for children to encourage different skills, as identified in their learning plans.
- Staff regularly update parents on their child's progress, identifying any areas where a child may need extra support or encouragement. They share ideas of what parents can do at home to help children with their learning. Staff work hard to ensure that children are well prepared for their transitions to school. They have good partnerships with school and take on board any feedback.
- Managers have a good grasp of what they do well and identify areas of the provision they want to work on to ensure continuous improvement. During supervisions, discussions help staff reflect on their practice and identify any further training to deepen their knowledge. Peer observations encourage staff to reflect on their teaching. However, less time is given to reflect on the quality of learning experiences for all children, in particular the quieter children, to build on the existing good practice.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that all staff have up-to-date knowledge of safeguarding. Staff have attended recent training and are alert to local safeguarding issues. They are familiar with procedures for reporting any child protection concerns to ensure children and families get the support they need. Risk assessments ensure any hazards are kept to a minimum. Children understand how to keep themselves safe, while testing out their abilities and challenging themselves physically. Staff support children to learn about their capabilities and limitations as they balance and climb on larger equipment. Clear procedures are in place for obtaining written parental consent before administering any medication to children. Effective recruitment and vetting procedures are in place to ensure staff employed are suitable to work with children.

What does the setting need to do to improve?

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

- monitor and evaluate the quality of experiences of quieter children within the setting, so that staff consistently encourage their active participation in all of the activities on offer
- review how registration group activities are structured and delivered for younger children, to ensure that staff fully take account of what they want children to learn so that it is pitched at the right level.

Setting details

Unique reference number	512758
Local authority	Kirklees
Inspection number	10261243
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	52
Number of children on roll	49
Name of registered person	Sunnydays Playgroup Committee
Registered person unique reference number	RP523175
Telephone number	07891848998
Date of previous inspection	3 October 2022

Information about this early years setting

Sunnydays Preschool registered in 2001 and is situated in Bradley, near Huddersfield. The pre-school employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications, including one at level 6, one at level 4 and five at level 3. The pre-school opens Monday to Friday, during term time only, between 8.45am and 3.15pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Annette Stanger

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection and talked about what they like doing.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the managers about the leadership and management of the setting.
- 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 observed the interactions between staff and the children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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