

# Inspection of Sunny Days Preschool Parkstone

Burden Hall, 144 Alder Road, Poole, Dorset BH12 4AB

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Inspection date: 26 May 2023

<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**

Children happily register themselves as they arrive. They identify their name cards and attach them to faces that represent their current emotion. This helps children to visually share how they are feeling. It has been highly effective at facilitating communication about feelings. Children build strong attachments with staff. This enables children to feel safe and express themselves.

Children demonstrate they are learning to regulate their emotions and follow instructions. They learn to solve disputes in ways that work for them. Staff expertly adapt their approach to each child. For example, to help children understand turn taking, staff sensitively guide some children to use sand timers, while with others staff use simple sign language. Children respond well to this and learn expectations for their behaviour. Children behave well in the pre-school.

Support for children who have special educational needs and/or disabilities is exceptional. Children who need additional help are quickly identified. Plans are rapidly put in place to ensure all children make the best possible progress. Staff work closely with parents, outside agencies and other professionals. Funding is well spent to provide additional resources that enable children to grow in all areas of their development. For instance, children that previously avoided making marks, now relish drawing in superhero wipe-clean books.

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

- Children benefit from group activities. They enjoy opportunities to experiment with objects to create obstacle courses with their friends. Staff skilfully teach them to think about the effects of their actions on others. For example, questions such as 'If you move that plank how will your friend get across?' help children to consider others in their play.
- Children show high curiosity and motivation, as they pour water into pipes with holes in. They learn that blocking the holes with sand causes the water to no longer flow. However, at times staff do not fully extend children's learning during activities, to challenge them and add depth to their learning.
- Parents report they feel well supported. They comment that staff and management go above and beyond to support their whole family. Through providing advice and helping them to access services. This has a hugely positive impact on children's well-being.
- Staff consistently use sign language and photo cards to enable children to communicate. Staff also read regular stories with children. They ask children questions after stories to assess how much they understood. This encourages discussion and helps children to develop a love of reading.
- Staff use a large, freestanding touch-screen computer with children. They teach children about the benefit of technology as a tool to access information. They

also teach children how to use the internet and technology safely. Children enjoy using the large screen to make marks on. They benefit from these opportunities that they may not have access to at home.

- Staff speak highly of management's support for their professional development through the sharing of experience and expertise, which helps further their knowledge. Management organises training for staff, such as recent training about the layout and provision of resources and activities. This has helped staff to reflect on their practice and they have made changes. For example, implementing snack time in smaller groups, so that children join when they are ready, rather than their learning being interrupted.
- Children work together to tidy up the pre-school. They peg cards on to string and help to sweep the floor. Children show pride as they help to set out tables ready for lunch. Staff provide regular praise for children's achievements and efforts. This helps children to build self-esteem and enthusiasm. Staff discuss with children whether they need a 'big table' or 'small table' for the number of children there are. These tasks help build a sense of belonging and care for their pre-school.
- Children do not consistently have opportunities to deepen their knowledge and understanding of other communities and people different to their own. Additionally, staff do not consistently encourage all children with additional languages to use these in the pre-school, so that they can communicate even more confidently and further develop relationships with others.

## Safeguarding

The arrangements for safeguarding are effective.

The manager prioritises safeguarding. She ensures staff inductions are thorough and that all staff safeguarding knowledge is continuously updated. Staff know how to recognise the signs of possible abuse and neglect. They understand their responsibilities and roles to keep children safe. Staff know how to record concerns and who to report them to, including if they are concerned about a member of staff or management. Staff are vigilant in safeguarding children. They carry out regular risk assessments of the pre-school and resources. This ensures the pre-school is secure and there are no hazards that could cause harm to children.

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

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

- support staff to fully extend children's learning so that children are consistently challenged to make even better progress
- provide more opportunities for children to use their home languages and share their cultures, helping children learn about communities different from their own and extend their confidence and skills further.

## Setting details

<b>Unique reference number</b>	EY491491
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10289351
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Sunny Day Childcare Limited
<b>Registered person unique reference number</b>	RP901329
<b>Telephone number</b>	07591554447
<b>Date of previous inspection</b>	21 November 2017

## Information about this early years setting

Sunny Days Preschool Parkstone registered in 2015. It operates from Burden Hall in Parkstone, on the outskirts of Poole, Dorset. The pre-school is open Monday to Friday, from 8am to 4pm, term time only. It receives funding to provide free early years education for children aged two, three and four years. There is a team of five staff, one holds a level 5 early years qualification, two staff hold level 3 qualifications and two are working towards their level 3 in early years.

## Information about this inspection

### Inspector

Catherine Parker-Johns

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The inspector viewed the pre-school 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 their children to learn.
- Children spoke to the inspector about what they enjoy doing while at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a group story session with the manager.
- The inspector spoke to several parents during the inspection 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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