

Inspection of Sunny Days Pre School Fynamore

Fynamore Primary School, Calne SN11 9UG

Inspection date: 19 June 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children show that they have formed very positive relationships with staff. They are keen to share their news when they are picked up from school. Staff show interest in what the children have to say, responding to their news with more questions. Children proudly tell staff that they got a lunchtime award and tell them what they ate for lunch, for example. Children enter the club confidently, showing they are familiar with the environment and routines. Some children choose to draw pictures, others make patterns with beads or play with their favourite toys, such as the cars. Children play well together cooperatively and make up their own games. For example, they make ramps together with wooden blocks and see who can make their car or aeroplane land on the cushion. Children keep trying and staff praise the children for their achievements to boost their self-confidence.

Staff know the children well, including their likes and play interests. When children are not keen to join in with other activities, staff successfully encourage them to have a go and offer them support. Children then enjoy a different activity, such as playing football. Staff share information with parents and/or carers daily to share news about the children's day, the food they have had and their well-being, such as any accidents they may have had.

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

- The manager has clear priorities for improvements for the club. This includes providing additional support for children's emotional well-being. The manager also intends to check more closely with the children that she and her staff are providing them with the activities they wish to do at the club.
- Children's behaviour is good. They share and take turns. Staff are consistent in reinforcing the rules of the group, such as encouraging the children to make 'good choices' and use 'gentle hands', when needed.
- Children develop an awareness of the importance of healthy lifestyles. They know to drink water and wear their sun hats when it is warm. Children make their own sandwiches and choose from a variety of fruit and vegetables. They freely go outside to play and engage in energetic games, such as football, skipping and basketball.
- The club is well organised so that children can make independent choices in what they wish to do after a busy day at school. Children have access to arts and crafts, games and quiet activities such as reading. They can choose to be inside or outside and have access to the school's playground for physical activities. This enables the children to engage in active play or to have some quiet, relaxing time after school.
- Children are sociable and happily chat together with the older ones, such as at

teatime. They talk about their sandwich fillings and which flavour crisps they prefer, for example. The environment is calm and welcoming.

- Staff attend training that has a positive impact on their practice. They have recently attended 'Thrive to five' training, which has helped them understand the importance of forming secure attachments with the children to aid their well-being.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a sound knowledge of safeguarding and child protection issues. They know the possible signs that may indicate a child is at risk of harm. Staff know the procedures to follow if they are concerned about a child's well-being or the conduct of a colleague. Recruitment procedures are robust and help ensure that adults working with children are suitable to do so. There are good systems in place for checking staff's ongoing suitability. Staff carry out detailed risk assessments for picking the children up from school to help promote their safety.

Setting details

Unique reference number	EY487232
Local authority	Wiltshire
Inspection number	10264577
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	5 to 10
Total number of places	40
Number of children on roll	28
Name of registered person	Sunny Days Childrens Nursery Ltd
Registered person unique reference number	RP903431
Telephone number	01249 818824
Date of previous inspection	20 June 2017

Information about this early years setting

Sunny Days breakfast and out-of-school club registered in 2014. The club is in the grounds of Fynamore School in Calne, Wiltshire. The setting is open each weekday, from 7.30am to 8.50am and from 3pm to 5.30pm, term time. It also offers holiday care from 7.30am to 5.30pm. The club has five members of staff; of these, one has achieved early years professional status and three hold an appropriate qualification at level 2.

Information about this inspection

Inspector

Charlotte Jenkin

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 manager and has taken that into account in their evaluation of the provider.
- The manager made some documentation available to the inspector, including training certificates and suitability checks.
- Children spoke to the inspector during the inspection.
- The inspector spoke to parents and carers and took account of their views.
- The inspector had discussions with the manager and staff at appropriate times during the inspection. She observed activities and staff's interactions with the children, indoors and outdoors.
- The manager gave the inspector a tour of the areas used for childcare and discussed how the premises are organised for the children.

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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