

Inspection of Sunny Days Pre School Lyneham

Lyneham Primary School, Preston Lane, Lyneham, CHIPPENHAM, Wiltshire SN15
4QJ

Inspection date: 18 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Staff happily greet children and parents upon arrival at pre-school. They give parents time for discussion and to share any information. Parents leave happy knowing their children's needs are well met. Children enter the pre-school confidently. They hang up their belongings on their pegs and find their picture card to self-register. Children and families are well supported.

Leaders and staff have worked hard to improve since the last inspection. They have created a well-sequenced curriculum that builds on what children already know and what they need to learn next. The youngest children have the opportunity to practise their physical skills when they climb on soft-play equipment, cruise around the low-level furniture and use crayons to make marks on paper. Older children use their imaginative skills to make 'milk and cakes' in the home corner. They deliver it eagerly to adults and tell them it is 'hot' and they need to be careful. Children are confident to practise the skills they have already learned and learn new ones.

Children display very good behaviour. They are respectful of their environment and their friends. In the garden, children enjoy games together. They approach their friends and say, 'Do you want to play tag?' Children play cooperatively and are mindful of others around them. During circle time, children wait their turn and listen intently when their friends speak. They enjoy interaction with adults and seek them out if they need help or reassurance. Children are safe and secure and build meaningful relationships.

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

- Leaders have worked hard to create a positive and engaging environment for all that attend. Staff speak of the positive changes since the last inspection and that these have made for a stronger, more effective team. Leaders are approachable and value the importance of staff well-being. Leaders work closely with the local authority to provide staff with training and support to enable them to successfully fulfil their roles. Staff are happy in their roles and passionate about delivering high-quality teaching for children.
- Children are curious and eager to learn. In the garden, children discover a toad. They beam with excitement as they create a home for it. They work together to gather leaves and water to keep the toad 'happy'. Children watch the toad intently in the 'home' they create for him. Staff promote discussions with the children, they ask where the toad might usually live and discuss the texture of its body. Children say, 'The toad has bumpy skin' and compare it to their own and their friend's skin. This sparks discussions about the differences between everyone's bodies. Children are confident to share and discuss their findings and

opinions.

- Children with special educational needs and/or disabilities are very well supported. Staff know children and families well. Leaders and staff liaise with parents and outside agencies to ensure children get the support they need to make progress. Key persons visit specialist provision children attend to share ideas and ensure consistency of strategies and learning opportunities they use. Children make good progress and have access to a range of opportunities.
- Staff provide children with a wide range of activities to promote all areas of development. The youngest children work together to build a track for the trains, staff support them to place the pieces in the right way. Children clap themselves and beam with pride when they achieve. However, at times, staff do not always identify and make the most of the learning opportunities that arise to extend children's learning. For example, young children show an interest in books, staff are not quick to react and support children to engage successfully in exploring the text. Children lose interest and move on.
- Leaders and staff have reflected and improved on the key-person system. Parents have recently attended a 'meet the key person' event, so they can get to know their child's key person and find out about their child's learning at pre-school. Leaders invite families of children who speak English as an additional language to share key words in their home language and record 'welcome' messages for children on voice recorders to ensure all children feel valued and included. Staff build good relationships with children and families.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff provide a safe and secure environment for children to play and learn. They risk assess ongoingly to ensure children are safe. Leaders and staff have received recent safeguarding training. They are aware of the signs and symptoms that may be indicators a child is at risk of harm and the procedures to follow to report any concerns. Staff know how to escalate concerns to outside agencies should they need to. They are aware of how to report a concern regarding a colleague's conduct if required. The leaders implement a robust recruitment procedure to help ensure all staff 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:

- support staff to identify opportunities to extend children's engagement in learning in all activities, to build on what children already know.

Setting details

Unique reference number	EY487237
Local authority	Wiltshire
Inspection number	10280571
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 10
Total number of places	40
Number of children on roll	57
Name of registered person	Sunny Days Childrens Nursery Ltd
Registered person unique reference number	RP903431
Telephone number	01249 891434
Date of previous inspection	30 January 2023

Information about this early years setting

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

Information about this inspection

Inspector

Sarah-Louise Clements

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 manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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