

# Sunny Days Pre School Ltd

319b Walton Road, West Molesey, Surrey KT8 2QG



<b>Inspection date</b>	29 March 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The providers are both highly skilled practitioners who model many outstanding teaching qualities to staff. They evaluate and monitor the effectiveness of the provision closely and are very focused on supporting staff professional development.
- Staff complete insightful observations and regular and accurate assessments of children. They use these well to inform and guide their planning. Children all make good progress overall. They make excellent progress in their personal, social and emotional development.
- Staff promote positive behaviour extremely well. Children form immensely strong emotional bonds with each other and staff. Children trust staff implicitly.
- Staff form good partnerships with parents and this is continually improving. Parents say children are keen to attend. They meet regularly with their child's designated member of staff to review and plan for their progress.
- Staff do not exploit all possible ways to fully support children learning English as an additional language in making the best possible progress with English.
- Large-group activities, such as story time, are pitched at the mid-range ability of the children. As a result, older and more-able children are not always fully challenged and those with less well-developed communication and language skills sometimes lose concentration.

## What the setting needs to do to improve further

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

- develop a wider range of strategies to further support children who are learning English as an additional language
- review the organisation of large-group activities to take into consideration the age ranges and abilities of the children present, so that they all benefit from the best possible learning opportunities.

### Inspection activities

- The inspector observed children engaged in activities and staff interactions with them, indoors and outdoors.
- The inspector sampled a range of documentation relating to safeguarding and staff suitability, and discussed children's progress and self-evaluation with the manager.
- The inspector spoke to a number of parents, taking account of their views.
- The inspector conducted joint observations with the manager.

### Inspector

Amanda Tyson

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Managers and staff all have a thorough understanding of their responsibilities to keep children safe, and the procedures to follow if they are concerned about a child's welfare. Leaders implement robust staff recruitment procedures and provide staff with regular one-to-one supervision support. They have a strong understanding of the setting's strengths and areas for further improvement, which are being well targeted. For example, a new electronic system is being introduced to keep parents better informed about the curriculum plans. New resources have been purchased to encourage children's interest and understanding of space, shape and measure. Opportunities for children to have access to a larger outdoor space are being explored. The manager and deputy form strong and effective partnerships with external agencies involved with children.

### Quality of teaching, learning and assessment is good

Key staff successfully inspire children's interest in learning. For example, they let out an exaggerated exclamation that there is a spider in the pretend dinner, made with leaves, served to them. Children excitedly gather to observe using magnifiers, enabling them to see and count the legs. Staff encourage children to share their ideas and work together to achieve a planned result, such as building a wall using little oblong blocks to then slowly collapse like a pack of cards. Staff model good language and this includes using new words, such as 'compromise' and 'resolve'.

### Personal development, behaviour and welfare are outstanding

Children are extremely happy and demonstrate an immensely strong sense of belonging in the nursery environment. Staff make maximum use of opportunities, such as nappy changing, to build relationships with children. They make excellent use of books to deliver moral messages and to help children prepare for change, such as becoming a big sister and starting school. Staff use expert strategies to help children identify and talk about their feelings, such as angry or sad, for instance by matching these to a picture. Children then place their hand on an electronic hand print that sends a message to 'the worry fairy' who takes them away. Children show great ability to care about their environment. They tenderly return small creatures to their habitat after observing them, and have great fun helping staff repair damaged books.

### Outcomes for children are good

Children are well prepared for moving on to school, particularly in relation to developing the skills to manage their own personal care, such as toileting, blowing their noses and putting on coats. Their confidence in asking staff questions and to experiment without fear of failure is immensely inspiring. Children develop good pencil control and apply mathematical skills. They learn to link letters to sounds and, if ready, are taught how to blend these together to work out simple words. Most children develop rapid communication and language skills.

## Setting details

<b>Unique reference number</b>	EY541561
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10080232
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Sunny Days Pre-School Limited
<b>Registered person unique reference number</b>	RP534291
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0208 941 6276

Sunny Days Pre School Ltd registered in 2016 and is privately owned. It is located in Molesey, Surrey. The setting operates Monday to Friday during term time between 8.45am and 3.30pm. Children can attend either morning, afternoon or all-day sessions. The nursery receives early education funding for children age two, three and four years. Seven staff work with the children, including the two providers, one of whom is also the manager. Three staff hold childcare qualifications at level 3, one at level 4 and the manager has a qualification at level 6.

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