

Inspection of Sunny Days Pre School Lyneham

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

Inspection date: 15 October 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
---	------

What is it like to attend this early years setting?

The provision is good

The provider has devised a curriculum that helps children gain the skills they need for future learning. Younger children develop their awareness of numbers. For example, staff support them to hold up the correct amount of fingers to represent a number. Older children use language such as 'square' and 'triangle' when building with magnetic shapes. Staff provide opportunities for children to build their independence skills. For example, children pour their own drinks and use various tools such as tongs to serve their own food during snack. Physical development is a strength of the nursery. Younger children develop their balance and coordination as they confidently ride tricycles in the garden. Older children develop their bigger physical skills as they run, jump and crawl over and under the climbing equipment.

Staff have high expectations for children's behaviour and gently remind children of these. This helps children to understand rules and boundaries. Children behave well and are kind and caring to each other. For example, younger children share their pumpkin seeds with their friends and say 'thank you'. Older children give praise and encouragement to each other as they build a garage using magnetic shapes and say, 'That's so nice.' Children form wonderful friendships with their peers and key persons.

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

- Staff have good knowledge of children's interests and next steps in learning. Staff use this knowledge to plan activities that they know children will enjoy. For example, children show interest in trains and begin to build the wooden track. However, at times, activities do not fully engage children in their learning, and children lose focus and wander off. This means children do not fully benefit from these learning experiences.
- Staff gather information regarding children's development from parents, helping to form good starting points for children. The provider uses effective assessment to monitor children's progress and places focus on ensuring any gaps in learning are quickly identified. The provider works closely with outside professionals and parents to implement effective support plans, helping all children to make good progress in their learning.
- Overall, staff support children's language skills well. Older children are confident communicators and enjoy conversations with each other. For example, children talk about their favourite colours when playing, saying, 'I like pink. What is your favourite colour?' Staff encourage younger children to sign thank you and introduce new vocabulary such as 'slippery' as children explore pumpkins. However, on occasions, staff are less engaging in their interactions with children and do not always fully support their emerging language skills.
- Children develop a love of literacy from an early age. Younger children explore

books independently, and older children choose their favourite books for staff to read. Staff read stories and talk about what is happening in the book. However, staff do not always organise activities to minimise distractions. This means that children struggle to remain focused and they move on to another activity.

- The provider helps children to learn about their community. The emergency services and armed forces have visited the nursery and children learn about people who help us. The local farm visited and children enjoyed petting and discussing the different animals. The provider recognises the value these experiences have on children's development and implements this well, ensuring children develop a broad understanding of the world around them.
- The provider has a clear action plan in place to aid the nursery's development and works closely with the local authority to input these plans. Staff feel well supported and have a positive attitude towards continuous professional development. Staff have recently completed training that has provided more knowledge of how to incorporate mathematics into daily routines, helping children to develop these skills from an early age. For example, staff help younger children to count the chairs at lunchtime.
- The staff have developed good relationships with parents, who report positively on the support they receive from their children's key persons. Parents comment on the effective information-sharing and enjoy taking part in various events such as afternoon tea. The provider invites parents to attend workshops offering advice and guidance to help parents continue learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- provide support for staff in planning activities that fully engage children, helping them to maintain interest and develop curiosity in their learning
- develop staff's understanding of the importance of quality interactions with children to further support children's communication skills
- review the organisation of small-group times to minimise distractions, helping children to sustain their concentration and focus for longer periods of time.

Setting details

Unique reference number	EY487237
Local authority	Wiltshire
Inspection number	10365833
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 4
Total number of places	40
Number of children on roll	30
Name of registered person	Sunny Days Childrens Nursery Ltd
Registered person unique reference number	RP903431
Telephone number	01249 891434
Date of previous inspection	18 July 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. It is open Monday to Friday from 7.30am to 5.30pm, all year round. There are eight staff members who work with the children. Of these, the manager holds early years professional status, one holds a relevant level 6 qualification, three hold qualifications at level 3 and three are unqualified. The setting offers government funded places.

Information about this inspection

Inspector

Chelsea Woollard

Inspection activities

- 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.
- The inspector observed the quality of teaching and carried out a joint observation with the manager.
- The inspector spoke to several parents and children during the inspection and took account of their views.
- The inspector observed staff interactions and teaching, inside and outdoors.
- The inspector spoke to staff at convenient times and assessed their safeguarding knowledge.
- A meeting was held between the inspector and the management team to discuss leadership.
- The manager provided the inspector with relevant documentation, and the inspector reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024