

# Inspection of Sunny Days Pre-School

Derehams Lane, High Wycombe, Buckinghamshire HP10 9RR

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Inspection date: 3 May 2023

**Overall effectiveness** **Good**

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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**

Children show high levels of confidence. They have close relationships with staff, who strongly support their self-assurance and self-esteem. Staff recognise children's achievements and help them to feel proud about their new skills, ideas and play. Children are eager to learn and have a thirst for knowledge. They constantly ask questions, eager to find out the answers.

Children develop self-help skills in readiness for school. They learn to make choices through their play, transferring resources to different activities to extend their play in different ways. They put on their own shoes, with support from staff to recognise when they are on the wrong feet. Children choose what to eat at snack time, using spreading and cutting skills to make their own sandwiches.

Children respond well to praise and recognition of positive behaviour. They learn to share and play alongside, and together with their peers. Older children act as positive role models for younger children, including them in their play and showing them how to take turns. They use good manners, saying 'please' and 'thank you'.

Children are curious to explore natural materials outside. They mix water with the sand and choose resources to add to it. They use a variety of tools to support small-muscle development. Children learn to test their physical capabilities. Older children think carefully about the space they need to jump from the top of the slide in a safe manner, aware of their own safety as well as others.

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

- Staff know children extremely well. They understand how each child learns best and how to encourage their next steps in their learning. For example, children who love playing outside and thrive on physical and imaginative play are encouraged to use established skills. Staff encourage child-initiated play to support their small-muscle development and to help them focus and concentrate on other tasks in their play.
- Children's vocabulary is constantly increasing. Staff enthusiastically talk to children throughout their play. They introduce new words that help them to understand new experiences. For example, children design equipment themselves and describe this as a 'backpack'. Staff extend their vocabulary further by explaining that the padding will give protection if they fall over. Children are later heard using these words in their play. Children use expressive language, describing what they are doing. They chat confidently with their friends, sharing conversation and taking turns in their speech.
- Children enjoy acting out experiences that they have seen and been part of at home. They explore the home corner, pouring tea for each other, sharing plates,

forks and spoons. However, children do not have opportunities to experience real-life resources to fully support their senses or link everyday items to life experiences. Staff do not always recognise the importance of extending children's experiences for taste, smell and touch or to help them make further sense of the world around them.

- Staff encourage children to lead their own play. They use very effective questions and statements to help children think about their play and learning. They test their knowledge and extend their interests. However, during some group activities that are more adult-led, younger children lose interest, focus and concentration. Staff do not always successfully engage these children at their level of understanding.
- Children make close friendships with their peers. They support each other through their play, recognising and celebrating each other's achievements. They encourage their friends to join in their play. For example, children encourage others to make marks on sticky notepads and share their writing skills with friends and staff. They squeal with delight telling each other what their marks say.
- Parents make positive comments about their children's time in the setting. They appreciate the hard work and commitment from the staff towards their children's ongoing development. They talk about how their children's individuality is celebrated and respected. Parents comment that they receive effective communication about their children's achievements and how to support their learning at home.
- Staff have a very enthusiastic attitude towards ongoing development and training. They eagerly gain knowledge and new skills through other staff, support networks and early years advisors. They use their interests to further their skills and implement changes to practice, which supports individual children's development.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust understanding of the procedures to follow if they have a concern about a child in their care. They have a confident knowledge of the signs and symptoms of child abuse and regularly update their training in line with local authority guidelines. Children play in a safe and secure environment. Staff think carefully about the hazards of taking children out of the setting to extend their learning experiences. Staff are vigilant as to where children are playing. They encourage children to take part in assessing risks to help them recognise hazards that may affect their play.

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

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

- increase the range of resources for children to more freely explore using their senses
- support staff's practice to fully promote younger children's concentration and focus further, particularly during adult-led group activities.

## Setting details

<b>Unique reference number</b>	EY493415
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10280457
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	23
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Little Buddies Preschools Limited
<b>Registered person unique reference number</b>	RP534882
<b>Telephone number</b>	07784926500
<b>Date of previous inspection</b>	18 September 2017

## Information about this early years setting

Sunny Days Pre-School registered in 2015 and operates from a community hall in Loudwater, near High Wycombe, Buckinghamshire. It opens on Monday and Tuesday from 9am until 12 noon, and on Wednesday and Thursday, from 9am until 3pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The nursery employs three staff, of whom two hold a level 5 and level 6 early years qualification.

## Information about this inspection

### Inspector

Claire Parnell

## 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 provider and has taken that into account in their evaluation of the setting.
- 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 told the inspector about their friends and what they like to do when they are at the setting.
- 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 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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