

Sunflowers Nursery Limited

Sunflowers Day Nursery, Cobblers Way, Radstock, BA3 3BX



Inspection date	5 January 2018
Previous inspection date	30 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff are friendly and approachable. Children build particularly beneficial relationships with their key persons. They really enjoy their company and their time at the nursery.
- Effective observations and assessments of children's skills enable staff to monitor children's progress closely and accurately and outline appropriate next steps in their learning.
- The managers continually strive to improve the nursery. They regularly evaluate the nursery's practice and have a clear action plan, which leads the ongoing development of the quality of the provision.
- Staff support children's development well through a combination of planned activities and by providing a stimulating environment. Children are motivated to explore, they confidently make choices in their play and make good progress.
- Staff liaise effectively with parents and other professionals to provide a collaborative approach for the support children receive. Staff listen to children and parents and value their views. For example, daily chats with parents, frequent messages and the regular sharing of assessments of children's learning mean that parents are very well informed.

It is not yet outstanding because:

- Staff do not consistently provide opportunities for children to learn about size and capacity.
- The managers do not focus sharply on supporting all staff to identify and share good practice to raise the quality of teaching further.

What the setting needs to do to improve further

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

- provide more opportunities for children to learn more about size and capacity
- focus more sharply on helping all staff to identify and share good practice to raise the quality of their teaching skills further.

Inspection activities

- The inspector observed activities in both of the main playrooms, the outside learning environments and conducted a joint observation with the manager.
- The inspector held meetings with both of the managers. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of the suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day and by reading a number of comments on messages and questionnaires given to the manager.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is good

Managers implement an effective staff recruitment process, thorough inductions and regular in-depth supervisory meetings. They monitor children's progress effectively. Overall, they support staff well to increase their skills through training and professional development. Staff share their new knowledge with the team to support good outcomes for children, such as to deepen their understanding of the characteristics of how children learn. Safeguarding is effective. Managers and staff implement robust procedures and risk assessments efficiently to ensure children receive very good care and are kept safe.

Quality of teaching, learning and assessment is good

Children's listening and attention skills and their understanding are developing very well. Group activities are suitably paced and well planned, appropriate to the ages of the children. They inspire children's interest and engagement really effectively. For example, babies and the younger children eagerly point to their photographs or wave as staff sing good morning to them at group time. Older children's interests and current fascinations are focused on closely through well-organised projects. Staff review and discuss projects with children to consolidate their understanding and recall and relate to previous experiences. They ask probing questions to encourage children's deeper thinking. Children's confidence and communication skills develop really effectively.

Personal development, behaviour and welfare are good

Staff are responsive to children's needs and give lots of reassurance and support when children are upset or need help. Children settle quickly and grow in confidence. Children behave well. For instance, they listen to the staff's gentle reminders about boundaries that are in place for safety. Their social skills are supported well and they learn to appreciate the company of others. For example, they enjoy social mealtimes and play games with their friends, learning to share and take turns. Staff set up the all-weather playground effectively. Babies and children are inspired to be active in the fresh air. They try out their skills and become increasingly skilful. For instance, older children negotiate pathways on tricycles and climb and balance on the good range of equipment. Babies toddle about and giggle as they jump on the low-level trampoline. Staff are close at hand to offer a helping hand, useful techniques and remind children on safe practices.

Outcomes for children are good

Children's literacy skills develop well. For example, they readily explore books and eagerly snuggle in with staff to enjoy a story. They practise making marks with writing materials indoors and outdoors. Older children confidently write letters and begin to form words, copying cards and print in the environment. Children and babies are interested and motivated to learn and explore, and gain the key skills they need to start school successfully. Any gaps in the progress children make in their development are closing consistently. Children who have special educational needs (SEN) and/or disabilities, those who learn English as an additional language and those who receive additional funding reach their potential and make good progress.

Setting details

Unique reference number	EY280208
Local authority	Bath & NE Somerset
Inspection number	1070568
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	42
Number of children on roll	94
Name of registered person	Sunflowers Nursery Limited
Registered person unique reference number	RP523666
Date of previous inspection	30 July 2014
Telephone number	01761 419997

Sunflowers Nursery Limited registered in 2004 and has been operating since 1997. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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