

# Sunflowers Preschool Unit

11 Moreton Avenue, BIRMINGHAM B43 7QP



<b>Inspection date</b>	12 August 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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are excited and motivated to learn. Staff provide engaging and interesting play opportunities for children to choose from. Children confidently take part in a variety of activities available.
- Children are genuinely valued in the setting. This gives them a sense of belonging. Displays around the nursery show a variety of festivals celebrated with the children. They are excited to see themselves and their families in the pictures.
- Children practise their writing skills in a variety of ways. For example, they are encouraged to self-register when entering the setting.
- Staff are caring, kind and responsive to children's needs. Children have positive relationships with their key person. Children appear happy and settled through their interactions with others.
- Staff organise 'fun days' for children to learn about the world around them. People from various occupations visit the setting to teach children about their roles in the community.
- Rigorous policies and procedures are followed to maintain the security of the building. Children play and learn in a safe environment.
- Leaders and managers provide some good support to the majority of the staff team. They work well together to improve outcomes for children.
- Teaching is good. The setting employs an early years teacher who plans literacy and mathematics lessons in preparation for school. Children learn to write and recognise letters and numbers.
- Occasionally, staff deployment is not planned well to support children's learning fully.
- Monitoring of staff practice does not consistently lead to high-quality learning opportunities for children.

## What the setting needs to do to improve further

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

- review the deployment of staff, in particular during lunchtime, to ensure continuity of high-quality experiences for the children
- improve systems to monitor staff practice more consistently to support them to further enhance the quality of learning opportunities for children.

### Inspection activities

- The inspector spoke to a number of parents and took their views into account.
- The inspector had a tour of the premises with the head of room. She observed activities indoors and outdoors during the day and spoke to all staff present at the setting.
- The inspector conducted a joint observation with the manager.
- The inspector looked at observation, planning and assessment practice and documentation. She spoke to key persons about children's development and next steps.
- The inspector held a discussion with the manager. She looked at relevant documentation, including evidence of staff suitability working at the nursery.
- The inspector spoke to staff and children throughout the day.

**Inspector**  
Dolly Sunskyte

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff know the signs and symptoms of abuse and procedures to follow should they have any concerns about a child's welfare. They attend regular team meetings to discuss further ways to support children. Managers act swiftly to address any concerns and support families to ensure children's safety and well-being. Induction for all staff is rigorous. Good systems are in place to monitor children's progress. Staff share information with parents on an ongoing basis. As a result, parents are well informed and able to contribute to the weekly planning of children's activities. Staff work with other agencies to support the development of children with additional needs. The special educational needs coordinator is knowledgeable and develops strategies to support work with children.

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

Staff have a good knowledge of children's educational needs. They routinely observe children and assess their progress. Staff plan activities taking account of children's abilities and interests, using information gained from home and their observations. They gather information from other agencies and settings that some children also attend to complement their plans for future learning. Staff provide opportunities for children to practise writing, such as making posters. Children love reading books. For example, they sit outside reading a story about going to school. Activities are planned well to meet all children's needs. Understanding of the world is promoted well. For instance, children look at carrots that they have grown in their vegetable patch. They discuss texture, colours and if the carrots are ready to be eaten yet.

### Personal development, behaviour and welfare are good

Staff support children's physical skills well. Children take part in physical activities such as an obstacle course and yoga exercises. Children develop confidence and independence skills well. For example, they fill their own water bottles and dress themselves when going outside. Children confidently access a variety of resources and help staff to set out activities. Children's good health is well promoted. They are provided with healthy and nutritious meals which they serve themselves. Children are supported to develop good hygiene practices, such as handwashing before eating. Children benefit from a quiet area where they read books with their key person or relax after lunch. Key-person arrangements are effective. Children who are new to the setting are helped to settle in well and are supported throughout the period to gradually increase their independence.

### Outcomes for children are good

All children, including those with additional needs, make good progress. Any gaps in their learning are closing swiftly. Children are well prepared for their future learning, including the move on to school. Children feel comfortable to ask for help and explore their environment. Children learn early literacy skills through reading books, practising writing and recognising letters from their names. Staff model language and introduce new words well. As a result children are developing good communication skills. Staff adapt their teaching methods according to children's individual needs.

## Setting details

<b>Unique reference number</b>	EY544073
<b>Local authority</b>	Walsall
<b>Inspection number</b>	10091455
<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</b>	3 - 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Sunflowers Nurseries Ltd
<b>Registered person unique reference number</b>	RP900880
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01213609859

Sunflowers Preschool Unit registered in 2017 as part of Sunflowers Nurseries Ltd. The pre-school employs five members of childcare staff, an apprentice and an early years teacher. All members of staff hold appropriate qualifications at level 3. The pre-school opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The pre-school provides funded early education for three- and four-year-old children.

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