

# Inspection of Sunflower Childcare

The Cabin, Stone Street Road, Boxford, SUDBURY, Suffolk CO10 5NP

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Inspection date: 23 September 2019

## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

The management team's procedures, to ensure that those working with children are suitable for their role, are not good enough. This has the potential to put children's welfare at risk. Despite this, staff are friendly and build close and trusting relationships with parents and children. Children mostly come into the setting readily. Those who need reassurance are sensitively supported by the caring staff, who offer cuddles and do their best to help children settle in the absence of their key person.

Most children enjoy the play and learning opportunities provided. Staff talk confidently about where children are in their learning. They know what they want children to learn next and plan activities to support this. Despite weaknesses in teaching, children develop the basic skills needed for the next stage in their learning, such as starting school. Children are encouraged in their self-care skills, such as putting on their shoes to go outside.

Staff ensure that children are supervised in this welcoming setting. They take good steps to limit risks and ensure that children can play safely. Staff have high expectations of children's behaviour and are good role models. They manage unwanted behaviour sensitively. Staff value and praise children's good behaviour and individual efforts.

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

- The managers are not able to demonstrate that a Disclosure and Barring Service check has been completed for all staff. In addition, in staff files sampled during the inspection, there is no evidence to show that managers take up references for new staff, as part of overall suitability checks.
- Although every child is allocated a key person, this is not fully successful. In the absence of a child's key person, there is not another named person to take responsibility for the child's care and learning needs. Children who are new to the setting are more unsettled when their familiar adult is not present.
- Children quickly become familiar with the consistent routines that promote their independence and sense of belonging. Sometimes, however, staff are distracted with completing domestic duties. During these times they miss opportunities to participate fully in children's learning. Despite this, staff do have a good understanding of their role in teaching children and meeting their learning needs, including for those with special educational needs and/or disabilities.
- Staff mostly engage children in purposeful play across the seven areas of learning, although sometimes they do not adapt activities well enough to ensure that all children can participate at their own level. Despite this, staff do plan and deliver interesting activities that are rooted in children's interests and are

intended to build on what they already know.

- Staff build positive relationships with parents. Parents describe staff as friendly and approachable. They state that staff 'genuinely care' about their children and support the whole family, not just the child. Parents appreciate the regular opportunities they have to talk about their child's progress.
- Staff training needs are met well. There is a regular programme of in-house training and staff are encouraged to reflect on what they have learned. Staff regularly review the quality of the provision to improve outcomes for children. For example, they have recently relocated the reading area to a different part of the room to provide children with a cosy space in which to look at books. Four staff are currently working towards early years qualifications.
- Older children enjoy developing their literacy skills as they explore initial letters and sounds. They readily find familiar magnetic letters from the tray and sequence them correctly to spell their name. Children enjoy stories in small groups.
- Children become confident communicators. Staff engage children in conversation and actively listen to what they have to say. Children listen well and take turns to talk. They show curiosity and confidently ask questions. For example, they readily come to the inspector for a chat and ask what she is doing and why. Children engage the inspector in their imaginative play, such as pretending to turn her to ice.

## Safeguarding

The arrangements for safeguarding are not effective.

Managers cannot demonstrate that all staff are suitable for their role. Despite this, staff have a good awareness of child protection issues. They know what to do if they are concerned about the conduct of another member of staff. Staff are aware of the indicators of abuse and know how to report concerns. Staff well-being is supported through regular team meetings, one-to-one meetings with managers and social activities out of working hours. Staff work well as a team.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
ensure that all necessary checks are completed for those looking after children, to certify that they are suitable for their role	11/10/2019

review the key-person system, to ensure that there is a named person to take responsibility for children's learning in the absence of the main key person	31/10/2019
support staff to maintain a good quality of interaction with children throughout the day, especially during routine, everyday activities	31/10/2019
adapt adult-led activities so that each child is able to participate at their own level.	31/10/2019

## Setting details

<b>Unique reference number</b>	EY425928
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10124304
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	Grant, Moira Ruth
<b>Registered person unique reference number</b>	RP511574
<b>Telephone number</b>	01787 211363
<b>Date of previous inspection</b>	8 December 2015

## Information about this early years setting

Sunflower Childcare registered in 2011. The setting employs 13 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday for 45 weeks of the year. Sessions are from 7.30am until 6pm on Monday to Thursday and from 7.30am until 5pm on Friday. The setting receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jacqueline Mason

## Inspection activities

- The inspector and a member of staff completed a tour of the setting to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the deputy manager.
- The inspector held a meeting with the managers and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting and a selection of other records.
- The inspector spoke to a small number of parents during the inspection.

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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