

Inspection of Sunflowers Neighbourhood Nursery

Braunstone Leisure Centre, 2 Hamelin Road, Leicester, Leicestershire LE3 1JN

Inspection date:

11 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Staff display a good understanding of children's level of development. They know about their key children's achievements and what they need to learn next. Children are interested in the activities provided. However, teaching is variable and some daily routines, such as welcome time, last for prolonged periods of time, which results in some children becoming disengaged or bored.

Staff in the pre-school room have high expectations of what children can achieve. They promote children's independence and self-care well. Children enjoy snack time, helping themselves to food and drink. However, during mealtimes in the toddler room, staff discussions with children are made up of a succession of closed questions. Consequently, this does not help to challenge children's thinking and speaking skills.

Younger children who are new to the setting are sensitively supported by staff as they separate from their parents. Staff distract babies as parents leave, playing familiar games such as 'bubble, bubble, pop' with them. Babies laugh and giggle as they try to catch bubbles and eagerly join in with actions to familiar songs and rhymes.

Children are well behaved and display empathy and kindness to their friends. Staff expect children to be courteous, use good manners and look after one another. Children behave well and develop key skills to help them to share and take turns. They show that they feel safe and secure as they talk and interact with visitors.

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

- The management team and staff have made many improvements to the nursery since the last inspection. Managers following safer recruitment practices, and they have implemented new procedures for staff supervision. Managers have begun to review staff's mandatory training needs, but have not put enough focus on improving staff teaching practice. Since the last inspection, all staff have received training around safeguarding. However, the training and support opportunities offered to staff have not extended to supporting staff to develop their teaching practice.
- The management team and staff meet the needs of children in receipt of additional funding effectively. They identify equipment and resources which will benefit the children. The use of the equipment is evaluated by the managers to ensure that funding has been spent appropriately and gaps in children's learning and development are narrowing.
- The key-person system works effectively to engage parents in their child's learning. Staff gather key information from parents and use this to plan familiar

routines and activities according to children's individual needs and interests. Children enter the nursery happily, greet their friends with hugs and quickly settle at activities.

- Staff provide a broad curriculum for children, both inside and outdoors, which reflects all areas of learning. Children are able to choose where they would prefer to learn. Toddlers are physically active and enjoy daily exercise in the well-equipped outside play area. Children develop their physical strength, balance and coordination as they play ball games and ride on wheeled toys and bikes.
- Staff work in close partnership with others to support the progress of children with special educational needs and or disabilities and those who speak English as an additional language, to ensure their needs are met. They work with a variety of professionals to offer support for families. Staff read stories to children in dual languages. They learn key phrases from children's home languages and repeat these words in English to help secure children's understanding.
- Managers and staff understand the community around them and know how they can best support the children who attend this very diverse nursery. They promote children's understanding of what makes them unique and individual. They build children's awareness of the wider community and cultural events that take place. For example, children recently visited a Hindu temple and went on a trip to see the Diwali lights.
- Staff provide children with experiences that broaden their learning opportunities, such as trips to the fruit and vegetables market, where they learn about and have the opportunity to taste a wide range of different foods.

Safeguarding

The arrangements for safeguarding are effective.

Staff are familiar with the possible signs that a child may be at risk of harm. They know how to report any concerns they may have. They have a wider understanding of safeguarding, including knowledge about grooming and child sexual exploitation. Staff know the procedures to follow for whistle-blowing and to report poor conduct or any allegations about their co-workers. They complete regular risk assessments on the environment to identify and act on any hazards. Staff remind children about the risks in the outdoor area when it has been raining.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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build on the programme of continuous professional development, so that the quality of teaching constantly improves.	28/12/2019
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To further improve the quality of the early years provision, the provider should:

- improve the organisation of daily routines to ensure children are actively involved and stay focussed in their learning
- improve staff's questioning techniques to ensure that children are given age-appropriate opportunities to extend their learning.

Setting details

Unique reference number	EY295699
Local authority	Leicester
Inspection number	10111995
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	0 to 5
Total number of places	85
Number of children on roll	81
Name of registered person	Braunstone Childcare Co-operative Ltd
Registered person unique reference number	RP525099
Telephone number	0116 2559258
Date of previous inspection	15 May 2019

Information about this early years setting

Sunflowers Neighbourhood Nursery registered in 2004 and is situated in Leicester. The nursery employs 22 members of childcare staff. Of these, 20 hold appropriate early years qualifications, including two staff with a postgraduate degree. The nursery opens from 8am to 6pm Monday to Friday, all year round. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Teresa Lester
Christy Dave

Inspection activities

- The inspector completed a 'learning walk' across all areas of the nursery. The inspectors spoke with the management team and staff to gain an understanding of how the early years provision is planned and the curriculum is implemented.
- The inspector completed a joint observation with the nursery deputy manager. The inspector and the deputy manager evaluated the teaching and learning that took place.
- The inspectors held a meeting with the nursery management team. They reviewed relevant documentation, such evidence of the suitability of staff working in the nursery and staff training.
- The inspectors held discussion with the parents, staff and children at appropriate time throughout 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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