

Inspection of Sunflower House Nursery Ltd

The Scout Hut, Uxbridge UB8 3HW

Inspection date: 9 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff find out information from parents about children's care needs and prior learning when they first start. This helps staff to meet children's individual needs and to plan for what they need to learn next. Children settle quickly and enjoy secure attachments to staff. Staff create an atmosphere that is warm, nurturing and encouraging. Children show that they feel safe and secure as they move around the environment, seeking out their friends to share experiences with. Children are confident and behave well. They share, take turns and play collaboratively with one another. Visual prompts help children to understand the daily routines of the nursery well. For instance, they all help to tidy up when shown a picture representing tidy up time. Children access a wide range of activities and enjoy experimenting with the natural materials and resources on offer. For example, they use real vegetables during role play. This helps children to make connections with the wider world. Children with special educational needs and/or disabilities thrive in this inclusive setting. Staff work closely with parents and other professionals and engage in specialised training to be able to meet children's individual needs and enable them to meet their full potential.

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

- Children have plenty of time to play outdoors. In the mud kitchen, they develop their imagination, using water and mud to make 'magic paint'. They demonstrate good hand-to-eye coordination and perseverance as they fill containers. Robust systems ensure children's individual dietary and allergy needs are adhered to. Parents contribute to bringing fruit for snacks and, as a result, children enjoy opportunities to taste a wider range of fruit than they might otherwise have done. Children enjoy taking part in cooking activities and sharing their creations with their friends.
- Partnerships with parents and other professionals are strong and support good continuity for children. Parents are encouraged to continue their children's learning at home and share their child's achievements. They can contribute 'wow' moments in their child's development to their learning records and upload videos using an online system. Parents feel fully included in the nursery. For example, they come in to read stories to the children. Parents comment on the good support their children receive from staff. They express how their child's behaviour has improved since attending nursery. Managers actively help parents to access support for their families and signpost them to local services, including applying for school places. Managers contribute to assessments and attend multi-agency meetings. Any funding received is used effectively.
- Leaders are aware that when children start at the nursery, their experiences are very different. They offer children a wide variety of activities and learning opportunities that they might not have otherwise had. For example, children

take turns to take the nursery pets home.

- Managers carefully consider the learning needs of the children. For example, they use information from assessment to plan activities that help address any gaps in children's learning. Teaching and learning build on children's experiences from home. Children engage in purposeful play and learning. For example, they use real money, scales and weights in the role-play shop. However, at times, staff miss opportunities to enhance this by drawing children's attention to print in the environment. For the most part, children can move to the resources easily and are happy to pick and choose what they need. However, at times, the book area of the nursery is restricted, and this limits children's opportunities to become independent readers. Children learn about the wider community. The manager organises trips for them to go on. For example, they visit the local miniature railway and shops. Overall, staff support children's learning well. For instance, they use effective questioning to extend children's thinking. However, at times, some staff do not recognise when to stand back and allow children to immerse themselves in their learning.
- Staff feel well supported by leaders and managers. They access training and take part in peer observations to enable them to develop professionally.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. Staff and leaders know how to recognise the signs that a child might be at risk of harm. Staff receive regular training and updates and know the appropriate procedures to follow if they need to take action. This includes knowledge of wider safeguarding concerns, such as female genital mutilation and the 'Prevent' duty. Leaders understand how to recruit staff safely and make sure they are suitable to work with children. They know how to respond if an allegation is made against a member of staff. Staff deployment is managed well and supports children's safety effectively.

What does the setting need to do to improve?

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

- provide more opportunities for children to develop their understanding of print in the environment and access books independently
- help staff to recognise when to step back and allow children to become fully absorbed in their learning

Setting details

Unique reference number	EY549989
Local authority	Hillingdon
Inspection number	10139466
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	2 to 4
Total number of places	30
Number of children on roll	37
Name of registered person	Sunflowerhouse Nursery Limited
Registered person unique reference number	RP904159
Telephone number	01895 435 935
Date of previous inspection	Not applicable

Information about this early years setting

Sunflower House Nursery Ltd registered in 2017. The nursery is open each weekday from 8am to 6pm, during term time only. The provider receives funding to offer free early education for children aged two, three and four years. There are seven staff, five of whom hold appropriate childcare qualifications at levels 3 and 4.

Information about this inspection

Inspector

Elizabeth Shack

Inspection activities

- The inspector spoke with some parents and took account of their views.
- A meeting was held with the provider and manager. The inspector looked at relevant documentation and checked evidence of the suitability of staff.
- The manager took part in a joint observation with the inspector.
- A learning walk of the provision was carried out with the manager. The inspector observed activities, indoors and outside, and assessed the impact these have on children's learning.
- During the inspection, the inspector spoke with the provider, manager, staff and children.

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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