

Inspection of Sunflower Childcare

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

Inspection date: 14 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 Inadequate

What is it like to attend this early years setting?

The provision is good

Children enter the setting confidently. They part from their parents and carers with ease and quickly engage in purposeful play with their friends. Children understand the setting's simple rules. For example, they listen carefully to staff when they give them a five-minute warning before 'tidy-up time'. When informed that it is time to tidy up, they enthusiastically help to put the toys back in their correct boxes. Children behave well and show kindness and respect for each other.

Children enjoy fresh air and physical play daily when they access one of the setting's two gardens. They also go for walks in the local area. Children's physical development is well promoted. For example, children freely ride bikes and cars, balance on balancing beams and practise their gymnastic skills as they jump from crates. Children are reminded about the importance of keeping safe as staff are close by to offer support and to remind them how to jump in a safe way.

Children make good progress from their starting points and are well prepared for their next stage of learning. Staff know the children well and track their development effectively. Children's future learning is well planned for by their key person and builds on what the children already know.

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

- The provision for children has improved since the last inspection. Proof that all staff are appropriately vetted and suitable to work with children is available. Staff have improved the way in which they interact with children. They have received in-house training to help them further develop the quality of their teaching. Children are better supported when their key person is absent by a 'buddy' key person. Children of all abilities now have more opportunities to participate in adult-led activities as staff adapt them to meet the individual children's needs.
- Parents speak very highly of the staff and the provision for children. Some comment that their older children, who moved from the setting to school, were very confident and ready for school. Other parents comment on the way in which the staff are always so friendly and professional.
- Children enjoy making their own dough. They weigh the ingredients and add orange essence and colour to make it smell of oranges. They carefully mix the ingredients together, then proficiently mould and cut their dough.
- Children have fun creating pictures from coloured paper. They are supported by staff to use the scissors to cut the paper into whatever shape they like. Children's early literacy skills are effectively promoted as children freely access resources at the 'writing station'. Here, they use a wide range of pens, crayons, pencils, paper cutters, templates and scissors. They enjoy writing and some

older children are beginning to form recognisable letters and write their own name.

- Children count proficiently, for example, when staff remind them what the number of the week is. They freely access an exciting range of mathematical resources, which help to capture their interest.
- A number of children remain at the setting for the duration of the day, enjoying either a packed lunch provided by their parents or a hot meal from the adjoining school. The setting has a set lunchtime arrangement in place to help to prepare older children for the school lunchtime system. At times, however, this arrangement does not provide adequate time for younger or slower children to complete their meals.
- The provider has recently reviewed and refined the management team to ensure that all staff and managers are clear about their roles and responsibilities. Staff receive regular support and coaching from the provider. However, these meetings are not always used effectively to help staff to continuously improve their teaching practice. The provider does not consistently follow up actions agreed at these meetings to raise the quality of the provision further.
- Children have opportunities to learn about other people's cultures and religions throughout the year, as well as through specific themes. They develop a knowledge of the local and wider community, for example, by visiting the local church and collecting food items for the local food bank.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate a good understanding of how to protect the children in their care. They are knowledgeable about the types of abuse and the known indicators that might alert them to the fact that a child's safety is being compromised. Staff regularly update their safeguarding knowledge. They attend and complete online safeguarding training to help to keep their knowledge up to date. The provider has clear recruitment procedures in place and has improved the way in which she checks the suitability of new staff since the last inspection.

What does the setting need to do to improve?

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

- review and adapt the lunchtime arrangements to ensure that all children have ample time to eat their meal at their own pace
- improve the arrangements for staff supervision, providing well-targeted support to help staff raise the quality of their teaching even higher.

Setting details

Unique reference number	EY425928
Local authority	Suffolk
Inspection number	10126363
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	1 to 9
Total number of places	32
Number of children on roll	60
Name of registered person	Grant, Moira Ruth
Registered person unique reference number	RP511574
Telephone number	01787 211363
Date of previous inspection	23 September 2019

Information about this early years setting

Sunflower Childcare registered in 2011. The setting employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2, 3 or above. This includes the manager who holds a level 4 qualification. The setting opens from Monday to Friday during term time only. Sessions are from 7.30am to 6pm, Monday to Thursday, and 7.30am to 5pm on Friday. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hughes

Inspection activities

- The inspector went on a walk around the setting with the provider and discussed how the staff implement the curriculum. She observed an adult-led activity and discussed with the provider what the children learned from this activity.
- The inspector held a manager's meeting with the provider, the deputy and the office manager.
- The inspector looked at a range of documentation, including evidence of staff's suitability and qualifications.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to 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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