

Inspection of Sunflower Seed Preschool

Church Street, Northborough, Peterborough, Northamptonshire PE6 9BN

Inspection date: 24 June 2021

Overall effectiveness	Good
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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

Children are eager to attend the pre-school and demonstrate that they feel happy, safe and emotionally secure. They separate from parents with ease and warmly greet staff and other children. Upon arrival, children follow simple instructions. They take off their coats and change into their slippers to make them feel more comfortable and at home. Children build strong relationships with staff and engage in meaningful conversations. This helps them to practise their speaking skills effectively.

Children are motivated and have a positive attitude to their learning. They independently select activities they want to play with and display high levels of concentration. Children enjoy learning about mathematical concepts, such as weight, capacity and volume. They skilfully fill and empty different sized measuring cylinders in the water tray outside. This gives children the opportunity to be curious and compare and understand ideas about more and less.

Children behave well. They understand the rules and boundaries in place to help them to share and be kind to their friends. For example, children use sand timers as an effective method to support them to take turns. They are polite and well mannered and they help staff to tidy and sweep up after themselves. This helps children to develop skills they will need in future.

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

- Staff work effectively with parents. However, due to the COVID-19 (coronavirus) pandemic, parents are not able to go into the pre-school at the moment. Nevertheless, staff make time to ensure parents are kept up to date and use a variety of communication methods to achieve this. Parents speak highly about the pre-school and explain how staff help them to continue their children's learning at home.
- Children make good progress in their learning and demonstrate that they are ready for the next stage in their education. The manager makes links with the schools that children move on to, ensuring continuity in their learning. However, the majority of children transition to the primary school based on site. They benefit substantially from this as Reception teachers visit them weekly for regular stories and conversations. Children get to know the teachers well and build positive relationships with them. As a result, they transition seamlessly with high levels of confidence.
- Staff help children to become independent learners. Children learn to butter their toast and pour their own milk. Staff regularly praise them for having a go and trying hard. This helps children to feel motivated and boosts their self-esteem.

- Staff promote good health and hygiene practices. Staff support children to understand how to keep themselves safe during the COVID-19 pandemic. Staff talk to the children and share books with them about the importance of handwashing. Similarly, when children sneeze, staff remind them to use their elbow to sneeze into, in order to prevent the spread of germs.
- Children's numeracy skills are positively promoted. They enjoy singing number songs and joining in with the actions. Staff help children to count by using their fingers as a visual aid. This helps children to memorise the order of numbers when counting.
- The manager supports the well-being of staff successfully through the use of supervision meetings. She makes every effort to promptly resolve any concerns staff may have. Therefore, staff feel happy and supported in their roles. However, the manager does not monitor staff's teaching closely enough to help them identify individual aspects of their practice to develop further.
- The manager evaluates the provision and identifies areas for further development. However, action is not always taken quickly. For example, the noise level in the room sometimes makes it hard for children to hear and concentrate.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their role and responsibility in protecting children from harm. They know how to recognise signs of abuse and are clear about the procedures to follow should they have any concerns about a child in their care, including the wider safeguarding issues, such as extremism and radicalisation. The manager regularly uses scenarios and questioning to check staff's knowledge is suitable and up to date during staff meetings. Furthermore, the manager knows how to recruit safely and check on staff's suitability.

What does the setting need to do to improve?

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

- help staff to identify weaker aspects of their practice and focus more precisely on what they want children to achieve
- address identified areas for further development swiftly to achieve continuous improvements.

Setting details

Unique reference number	2504496
Local authority	Peterborough
Inspection number	10191492
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 at time of inspection	2 to 4
Total number of places	49
Number of children on roll	88
Name of registered person	Sunflower Seed Preschool Cio
Registered person unique reference number	2504495
Telephone number	01733 253685
Date of previous inspection	Not applicable

Information about this early years setting

Sunflower Seed Preschool re-registered in 2018. It is managed by a Charitable Incorporated Organisation. The pre-school employs nine members of childcare staff, all of whom hold appropriate qualifications at level 2 and 3. The pre-school opens from Monday to Friday all year round. Sessions are from 9.15am until 3.15pm. An out-of-school club runs from 8am until 9am and from 3.30pm until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Marie Walker

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the staff's interactions with the children indoors and outdoors, and assessed the impact this has on children's learning.
- The manager and the inspector carried out a joint observation and discussed the children's progress and achievements.
- The inspector held discussions with the manager, deputy, staff and children at appropriate times during the inspection.
- Evidence of staff suitability and training was checked by the inspector.
- The inspector spoke to parents and took account of their views.
- The manager and the inspector completed a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum are organised.

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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