

# Inspection of Sunflowers Pre School

All Saints Church, Blenheim Road, Ipswich, Suffolk IP1 4EB

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Inspection date:

21 June 2021

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## **Overall effectiveness**

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## **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

Not applicable

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

### **The provision requires improvement**

Children are not given consistent direct support to help them make good use of resources and at times interactions with staff are limited. This means that children who speak English as an additional language (EAL) and children with special educational needs and/or disabilities (SEND) do not experience consistently good opportunities to progress.

After the first national lockdown, children found taking turns and completing tasks themselves difficult. They have benefited from the encouragement of staff to develop their independence. Children have learned to try tasks before asking for help. For example, they put on their coats before going outside.

Children arrive and settle quickly into the routine of the day. They choose an activity of interest and engage in play with their friends. Staff are welcoming and help those children that struggle by giving them a reassuring cuddle until they are ready to join the other children.

Children are developing their understanding of the need to be hygienic. They wash their hands when they arrive at pre-school and understand the reason for using soap.

Children's behaviour is, generally, good with only a few gentle reminders from staff. Children take pride in helping the adults. For example, they are keen to help with setting the table for snack.

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

- Staff do not always focus on what individual children already know or use this information as a starting point to build upon children's existing knowledge. For example, they do not always plan effectively to make sure that activities suit each child's current level of understanding and support their good progress.
- Staff lack understanding of how best to support children who speak EAL and those with SEND. Although they lead small communication groups these are not adapted to take account of children's complex needs. This means that these groups of children are slow to develop key skills, such as speaking and listening.
- There are several periods of time during the day where staff are busy with routine tasks, such as cleaning or preparing food. This means that they have less time to focus on supporting children's learning.
- Children's physical ability develops when they ride on bikes. Their fine motor skills grow as they independently hang their dressing up clothes on hangers and play in the sand, picking up the beads.
- Children enjoy listening to familiar stories, especially when staff pause for them

to finish the sentence. They enjoy imaginary play and sit on the logs in a circle around the pretend campfire, holding sticks and talking about roasting marshmallows. Staff lead singing, and the children enthusiastically join in. They remind children to use good manners and say 'please' and 'thank you' and congratulate them to reinforce their behaviour.

- Children have fun pretending to make dinner in the popular mud kitchen area. They show their knowledge of cooking as they pour water over the pasta and place it on the pretend cooker. They use mathematical language as they lift their pan saying, 'it's really heavy now'. Staff help children to further develop their mathematical language as they model words such as short and tall to compare objects.
- Children's cultural backgrounds are celebrated. Snack time is an opportunity for children to try a range of different foods from around the world, such as sweet bread and naan bread. Staff also create opportunities for children to find out about different festivals.
- Partnerships with parents are effective. Documents are translated to help all parents understand the information. Regular parent evenings offer opportunities for parents to talk about their child's learning and to share their online development journals. Parents are complimentary about the pre-school and know who their child's key person is. Staff support parents to access specialist services such as speech therapy.
- Leaders encourage staff to take on new responsibilities and access training, which benefits their work with children. This has helped to strengthen partnerships with other professionals and support children's transitions into school.

## Safeguarding

The arrangements for safeguarding are effective.

Staff fully understand the need to keep children safe. They attend training to help them recognise signs of abuse and neglect. All staff know how to report concerns and keep written records to support the process. Robust vetting procedures are in place to ensure that all adults working with children are safe and suitable. Whistle-blowing procedures are in place to support staff to report a concern about a colleague or manager. Staff are vigilant in ensuring that only adults known to them are permitted to collect children from pre-school. This helps to ensure that children's safety is paramount.

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

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

	<b>Due date</b>
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ensure that staff support the individual learning needs of children who speak English as an additional language and children with special educational needs and/or disability	20/09/2021
improve staff's understanding of what they want children to learn, taking account of each child's stage of development and previous learning.	20/09/2021

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

- create more opportunities for staff to engage with and support children in their learning.

## Setting details

<b>Unique reference number</b>	EY556206
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10174758
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	18 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Happy Tots Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP523514
<b>Telephone number</b>	07849 458 920
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Sunflowers Pre School was registered in 2018. It is situated in Ipswich. Opening times are Monday to Friday from 8.15am to 4pm, during term times only. The playgroup receives funding for early education for children aged two, three and four years. There are five staff working directly with the children. Of these, two staff have a level 6 qualification, two staff a level 4 qualification and one member of staff is working towards a level 3 qualification.

## Information about this inspection

**Inspector**  
Emily Holt

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke to children and parents and took account of their views.
- The inspector held regular discussions with the manager and the staff. The manager undertook a learning walk around the premises with the inspector.
- The manager and inspector carried out a joint observation.
- The inspector observed the quality of teaching during activities inside and outdoors. She assessed the impact this has on children's learning.
- The inspector looked at a range of documents to evidence the suitability of staff working in the pre-school.

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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