

# Inspection of Braeside @ Sunflowers Paignton

1 Braeside Road, Paignton TQ4 6BX

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Inspection date: 13 October 2021

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

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

### **The provision is good**

Children happily explore the environment. They are free to choose from a range of learning opportunities and to take part in group activities. Children are physically active in their play. Babies learn to pull themselves up and older children climb, balance and throw confidently. Children demonstrate a positive attitude to their learning and they take pride in their achievements. They are well supported by dedicated staff who follow their interests and meet their individual needs. For instance, staff plan group times for children with speech and language difficulties. They support them in using signs to develop their speaking skills. This helps them to communicate and learn new words.

Children are well behaved and responsive to the adults who care for them. They understand the routines of the setting. Staff teach them to share with their friends as they play together. Staff and children have warm and trusting relationships, helping children to feel safe and secure.

The setting has high expectations of all children, including those with special educational needs and/or disabilities (SEND). Staff provide children with extra support when they need it to ensure that all children make good progress. This helps to prepare children with the necessary skills and knowledge for later learning.

The setting has made some changes as a result of the COVID-19 (coronavirus) pandemic to ensure children's safety. They request that parents do not enter the building at present, but still enable them to come in to visit the setting before their children start.

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

- Staff read to children in an engaging way and children listen intently. Older children suggest what they think might happen and recall details of the stories. Children enthusiastically join in with familiar songs and recognise a range of song cards, helping them to choose the next song. Babies look at books with interest, as staff point out pictures.
- Staff interact with children well to encourage them to talk about their ideas and make connections with their home lives. For example, children talk about tooth brushing routines and handwashing songs they sing at home. Children are becoming confident speakers, able to communicate with adults and each other.
- Staff consistently praise children for their kindness towards their friends. They provide calming activities that help the children to regulate their emotions and prepare them to be ready for learning.
- Staff tend to the personal needs of the children and provide them with reassurance and support when they need it. Leaders intend children to develop

independence and the ability to do things for themselves. However, staff, sometimes, miss opportunities to encourage children to carry out manageable tasks independently.

- Staff get to know children and their families well and they regularly communicate with parents. Parents are very happy with the setting and the progress their children make. They report that they know what their children are learning and how to support them at home.
- The leadership team have a strong commitment to deliver high-quality care and education for all. They, and the staff, promptly identify children with SEND and use additional funding effectively. This helps to ensure that there is a high level of well-trained staff to provide children with the support that they need.
- Staff support children who are new to the setting well to help them to settle in. They support children's individual needs and routines effectively. However, children are not allocated a key person when they first start to help them become more familiar with the staff and the environment.
- Staff support children well to help them understand diversity in age-appropriate ways. The setting promotes respect and teaches children to understand what makes them unique. Children draw self-portraits and talk about similarities and differences between themselves and others.
- Children are very well supported to prepare them for the move to school. They learn to recognise the letters in their names and develop good early writing skills.
- Staff provide children with healthy and nutritious meals. They encourage children to try new foods and cater for children's individual dietary requirements.

## **Safeguarding**

The arrangements for safeguarding are effective.

Children's well-being and safety are of high priority. The leadership team and the staff have a secure knowledge of what to do if they have concerns about a child's welfare. They are confident in recognising the signs that may indicate a child is at risk from harm and how to report them. Staff know how to respond to allegations about another member of staff. When recruiting new staff, the leadership team follow a thorough process to ensure they are suitable for their roles. All staff regularly undertake training in paediatric first aid. They quickly respond in identifying and removing any potential hazards.

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

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

- consistently encourage children to be independent to enable them to carry out tasks for themselves
- ensure children are allocated a key person when they first attend to help them

quickly become familiar with staff and the environment.

## Setting details

<b>Unique reference number</b>	EY551320
<b>Local authority</b>	Torbay
<b>Inspection number</b>	10174307
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	69
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Sunflowers Day Nursery LLP
<b>Registered person unique reference number</b>	RP526251
<b>Telephone number</b>	01803 557012
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Braeside @ Sunflowers Paignton registered in 2017 and is located in Paignton. The nursery is part of the Sunflowers chain of nurseries. The nursery opens Monday to Friday all year round from 7.30am to 6pm. It employs 18 members of staff. Of these, one member of staff holds a recognised early years qualification at level 6, one holds a recognised early years qualification at level 5, 10 members of staff hold qualifications at level 3 and two at level 2. Four staff are unqualified. The nursery receives free early education funding for children aged two-, three- and four-years-old.

## Information about this inspection

### Inspector

Den Russell

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic and has taken that into account in her evaluation of the setting.
- The manager and the inspector went on a learning walk across all areas of the nursery and discussed how the early years provision and the curriculum is organised.
- The manager and the inspector jointly observed and evaluated an activity.
- The manager and the nursery owner discussed the leadership of the setting with the inspector.
- The inspector spoke to children and parents to gather their views.

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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