

Inspection of Sunflowers Day Nursery

Low Wath Road, Pateley Bridge, Harrogate, North Yorkshire HG3 5HL

Inspection date: 18 January 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery happy and relaxed. They are keen to talk with staff and engage with their peers. When children first start at the nursery, staff work diligently to ensure parents feel confident and support children to form secure bonds with their key person and other staff. Staff help reassure parents that their child has settled by encouraging them to phone to check on their child. Staff support children to understand their behaviour and the consequences of their actions on others. Children share their thoughts and feelings without hesitation as they learn how to manage their emotions. They talk about what makes them happy and sad and develop skills in sharing, and taking turns with their peers.

Staff are very attentive to the needs of children in their care. They watch, listen and swiftly respond to them at appropriate times. For example, they notice the signs that babies are hungry or tired. Staff respond to these, such as sitting with them in a quiet cosy area and helping children to go to sleep. Hygiene practice is very good throughout the nursery. Staff ensure that toys are regularly cleaned and remain safe for children to use. Children have access to a breadth of activities, which they can freely access. This supports children's independence skills.

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

- Staff have high expectations of what children can achieve. They have a good understanding of how children learn. They make effective use of individual children's observations and assessments. Staff take account of children's interests and next steps in learning to plan a range of activities. However, at times, staff do not provide extra challenge for the most-able children in order to build on what they already know and can do.
- The manager and staff are totally committed to the care and education of all children. Staff constantly reflect on their practice and identify areas for development. The manager places high importance on supporting staff and, throughout the recent pandemic, has ensured that support is available. Similarly, the provider ensures this support includes the manager. Staff have ample opportunities for training and professional development.
- The development of children's numeracy skills is well supported. Staff introduce mathematical language and use it effectively throughout the day. For instance, staff encourage children to use positional language as they fly their paper planes over and under tables. Older children are encouraged to problem solve as they discover how far cars travel down the tube, taking pride in their achievements.
- Although teaching is good, overall, at times staff do not adapt and reshape activities as they progress. This means that children do not always learn as much as possible from the activity.
- Children behave well. Staff encourage and support children to resolve their own

conflicts. Children are kind and considerate to each other. For example, they help each other put on their wellingtons and do up zips. Children remember to say please and thank you. Staff model turn taking and sharing by offering calm and consistent reminders.

- Children's communication and language skills are very well supported. Staff interactions with children are of a consistently high quality. Children have time to listen and think during conversations. Babies have the opportunities to develop their vocal skills as they babble. Children develop a strong love of books as they listen to familiar stories. Babies point to familiar objects they see in the pictures.
- Partnerships with parents are a real strength of the nursery. Parents are highly valued as partners. From the initial visit, staff work closely with parents to gather a wealth of information to ensure continuity from home. Parents are kept very well informed about their child's progress. They are encouraged to contribute children's learning from home. Parents value this information sharing and comment that staff are dedicated and committed, providing an amazing environment for children.
- All children make good progress, including those in receipt of additional funding. Staff access external support when required, such as with speech and language, to ensure that children are provided with the help they need to reach their full potential.
- Children are enthusiastic and eager to learn. This prepares children well for their next stage of learning as they progress to school. This is reiterated by the primary school headteacher who comments that when children start school they are well prepared for school and ready to learn.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a very sound knowledge of how to ensure that children are kept safe. Staff understand the importance of collaborative working with other professionals. They are supported through training on various aspects of safeguarding at induction, through additional training and staff meetings. Rigorous and robust recruitment procedures are in place for all staff. Staff undertake regular risk assessments of the nursery environment and all issues are addressed. Staff support children to understand how to play safely and take measured risks. For example, children discussed the need to walk slowly outside as it may be icy.

What does the setting need to do to improve?

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

- support staff to adapt their teaching skills, so they are able to consistently reshape activities and broaden children's learning
- implement a curriculum which provides extra challenge for the most-able

children to extend their learning to the highest possible level.

Setting details

Unique reference number	400469
Local authority	North Yorkshire
Inspection number	10117604
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	0 to 4
Total number of places	50
Number of children on roll	78
Name of registered person	Warnes Nurseries Limited
Registered person unique reference number	RP908979
Telephone number	01423 712555
Date of previous inspection	14 July 2014

Information about this early years setting

Sunflower Day Nursery Registered in 2001 and is situated near to Nidderdale High School. The nursery employs 16 members of childcare staff. Of these, 12 hold appropriate early years qualification at level 3 or above, including one with early years professional status. The nursery opens 7.30 am to 6pm Monday to Friday all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 manager and the inspector carried out a learning walk together. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed and evaluated an activity with the manager.
- The inspector observed the interactions between staff and children.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with the inspector through meetings at the inspection and in written form.

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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