

Inspection of Sunflowers Pre School

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

Inspection date:

26 May 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children's welfare is compromised. Concerns about children's safety and well-being are not referred to the relevant safeguarding authorities. Risk assessments fail to identify all possible hazards to children. Staff do not ensure that all areas are clean and fit for purpose. Children are not supervised by staff to help keep them safe. In addition, children's behaviour is continually left unchallenged. For example, some children run around indoors and show little regard for resources and other children in their way.

Children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language (EAL) do not receive an appropriate educational programme. In addition, younger children's needs are completely overlooked. Staff fail to provide resources that are age-appropriate. Younger children also run around, endeavouring to get into the bathroom before staff catch up and stop them. This happens on multiple occasions during the session. Activities and resources are very basic, uninspiring and lack suitable challenge. For example, a Jubilee flag painting activity, using cotton buds and lolly sticks, is not inviting and, consequently, is ignored by all the children. Children do not make adequate progress. They are not ready for the next stage of their learning, including their move to school. Despite the weaknesses, children are happy to see staff and approach them to share their finds, such as when they spot a ladybird in the garden.

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

- Support for children with SEND and those who speak EAL is extremely poor. Staff do not tailor activities to meet children's individual needs. They fail to find out and learn a wide range of words from children's home language, to help support their early communication skills. Consequently, children wander around aimlessly finding little to interest or motivate them to play, chatting quietly to themselves in their own language. Therefore, they make very limited progress in relation to their starting points.
- Younger children's experience at pre-school is inadequate. Staff do not consider their needs or adapt activities to ensure they are accessible to them. They do not engage with children to help support their concentration and listening skills. Consequently, children become bored and find something else less productive to do. For example, they run around moving objects about the room without any purpose.
- Children's behaviour is poor. The manager has failed to consider how children use the large hall space. She has not considered that the large empty space down the middle of the hall provides an ideal area for children to run up and down. The manager and staff constantly fail to intervene to help children learn

how to manage their behaviour. Instead, staff allow the behaviour, even when it is directly in front of them, to continue. This leads to unnecessary tears and disagreements. Furthermore, children, including those with SEND, push over their peers. Staff do not explain to children how their actions makes their friends feel or redirect them to more purposeful play.

- Risk assessments are inadequate. Despite daily checks indoors and out in the garden, the manager does not ensure that all hazards are identified and minimised. For example, metal staples stick out of wooden pallets designed as herb planters and the mud kitchen has parts that are extremely loose. Resources, such as those for water play, are very dirty even when laying in the water tray. This does not encourage children to explore, or promote their well-being and welfare.
- Children do not make suitable levels of progress. Educational programmes are mundane, lack excitement and fail to inspire or capture children's curiosity. Staff observe children. However, they do not make good enough use of this information to tailor activities and help children develop skills for their future. For example, uninspiring worksheets and a selection of poorly presented mark-making resources fail to encourage children to practise their early writing skills. Other activities, such as role play, are more popular, but still lack sufficient resources to consistently extend children's learning.
- The provider does not have a good enough oversight of the practice of the manager and staff. The manager completes frequent supervision meetings with staff but these fail to identify the significant weakness in their practice and the quality of education.
- The manager has made links with local schools to share information about children as they prepare to move on to the next stage in their learning.

Safeguarding

The arrangements for safeguarding are not effective.

The designated safeguarding lead has now updated her training. However, the manager has failed to ensure that any significant changes to children's behaviour are managed appropriately. Referrals have not been made to ensure children's safety. The manager has not taken reasonable steps to ensure that concerns, which may indicate children are at risk of harm, have been discussed with relevant safeguarding agencies. Overall, staff have some understanding of the most common signs and symptoms that children may be at risk of harm. However, not all staff have a secure understanding of the risks posed to children from extremist views and radicalisation.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that all staff, including the manager, improve their knowledge of safeguarding policies to recognise and report any significant changes in children's behaviour to statutory safeguarding authorities without delay	24/06/2022
take prompt action to ensure that all staff have a suitable knowledge of child protection, including the risks posed to children from radicalisation or extremist behaviour	24/06/2022
ensure children with special educational needs and/or disabilities and those who speak English as an additional language receive consistent support to help them make progress in line with their individual learning plans and stages of development	24/06/2022
take action to ensure risk assessments are robust and identify and minimise all possible hazards to children	24/06/2022
ensure that children's behaviour is managed consistently and effectively	24/06/2022
take action to consistently supervise children in order to meet their individual needs, ensuring all necessary steps are taken to keep children safe and well	24/06/2022
ensure supervision meetings provide tailored support, coaching and training to raise the quality of education and outcomes for children.	24/06/2022

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

	Due date
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take action to make greater use of existing resources to provide activities and experiences that interest and motivate children to learn through purposeful play	24/06/2022
implement an ambitious educational programme that inspires, challenges and consistently supports children to make good progress.	24/06/2022

Setting details

Unique reference number	EY556206
Local authority	Suffolk
Inspection number	10201933
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 4
Total number of places	24
Number of children on roll	19
Name of registered person	Happy Tots Pre-School Playgroup Committee
Registered person unique reference number	RP523514
Telephone number	07849 458 920
Date of previous inspection	21 June 2021

Information about this early years setting

Sunflowers Pre School registered in 2018. It is situated in Ipswich. Opening times are Monday to Friday from 8.30am to 3.30pm, during term times only. The pre-school receives funding to provide free early education for children aged two, three and four years. There are five staff working directly with the children, four of whom hold appropriate early years qualifications. Of these, one member of staff holds a qualification at level 6, one member of staff holds a qualification at level 5 and two other members of staff hold a qualification at level 2.

Information about this inspection

Inspector

Sue Buckingham

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 inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together and discussed their curriculum and what it is that they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation together.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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