

Inspection of Sunflowers Day Nursery

Sunflowers Day Nursery, 2-4 Golf Links Road, HULL HU6 8RA

Inspection date: 13 June 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are safe and happy in the warm and caring environment. Babies have time with their key person as they settle in. Staff know their key children extremely well. They provide children with individual settling-in procedures, so they get to know them carefully. Children are enthusiastic about their learning and remember what they have been taught. For example, children listen to stories and act this out in their play as they dance like a ballerina, giving a twirl. Older children benefit from an ambitious curriculum and develop their early mathematics skills. They add one and one together to make two. They then find the number on the number line and practise holding the pencil to write the number two. Children delight as they are praised for their efforts.

Children have high levels of respect for each other. They wait patiently and take it in turns as they master pouring their own drinks from the jug. Children are highly motivated in their learning. They help each other to problem solve. For example, older children build a tower together. As it falls, they consider different ways to make it taller. Children have lots of opportunities to play in small groups. Younger children benefit from these one-to-one interactions with staff as they start to develop their confidence. Staff expertly support children to then play alongside others and build relationships.

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

- Staff are committed to developing children's communication and language skills. They place strong emphasis on reading stories and singing with the children enthusiastically. Older children learn new vocabulary as they talk about the 'core' of the apple at snack time. Staff encourage children to have a love of stories as they help them to look at 'The Hungry Caterpillar' book and turn the pages.
- Staff have high ambitions for all children. Children with special educational needs and/or disabilities are proactively supported in the setting. Staff and the leadership team work closely with parents and other professionals to carefully plan for children's individual needs. The special educational needs coordinator is committed to her role and supports the team with her skills and expertise. All children make rapid progress in their learning.
- There is a highly ambitious curriculum in place for all children, which staff deliver skilfully. Staff share in the warm, caring ethos of the setting. They carefully design and create activities that are based on children's interests. For example, they have sand in the large tray to link with children's interests as they visit the beach at the weekend. As a result of this careful planning, children are highly motivated and engaged in their learning.
- The quality of teaching and learning is exceptional. Children are confident and inquisitive learners. The impact of the curriculum is evident through the

excellent progress children make. Staff put children at the heart of all they do.

- Healthy eating is a priority in the setting. Children are encouraged to think and talk about healthy foods. At snack time, children talk about the vegetables they have in their home-made cottage pie. Staff extend this further by asking children what other healthy foods they eat. Children further develop their communication skills as they confidently engage in conversations with staff at both snack and lunchtime.
- Staff are sensitive to children's self-care routines. They ensure children's privacy when changing and using the toilets. Staff help children to understand the importance of hygiene routines. For example, older children are encouraged to wipe their nose and put the tissue in the bin. Children are developing their ability to care for themselves.
- Parent partnerships are excellent at the nursery. Parents comment on the information they receive and how they know what their children are learning. Activities for supporting children's learning at home are provided by the staff and link to children's interests. The management team reflect on parents not being able to enter the setting during the COVID-19 pandemic. They explain their risk assessments and how they have kept in touch with parents. This has included using an online platform, which parent's comment has helped to develop communication.
- The management team prioritise staff well-being, training and development. Staff explain their targets for professional development. Supervisions are highly effective and staff feel well supported in the setting.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an extensive knowledge of safeguarding. They know how to keep children safe and how to refer any concerns they have. They demonstrate an excellent understanding of the local safeguarding partnership and their role. The manager tests staff's knowledge through daily questions, which help them to remember the safeguarding procedures, including the 'Prevent' duty. Through staff's excellent supervision and guidance children are experts in keeping themselves safe. Younger children carefully navigate the stairs and staff support them to do this independently. Staff explain possible risks to children as they play.

Setting details

Unique reference number	EY375018
Local authority	East Riding of Yorkshire
Inspection number	10117654
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	54
Number of children on roll	102
Name of registered person	Sunflowers Day Nurseries (East Yorkshire) Limited
Registered person unique reference number	RP528097
Telephone number	01482 849108
Date of previous inspection	3 July 2014

Information about this early years setting

Sunflowers Day Nursery registered in 1995 and is located in Cottingham. The nursery operates from two separate adjacent buildings and the accommodation is on two floors. The nursery opening hours are between 7am to 6pm, Monday to Friday all year round. It is closed on bank holidays and for a week at Christmas. The nursery employs 17 members of staff. The manager holds a level 5 relevant early years qualification. The nursery also employs a housekeeper. The proprietor holds early years professional status. The nursery provides funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector
Katherine Lakes

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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the management team about the leadership and management of the nursery.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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