

Inspection of Sunflower Coppice

Partridge Road, Harlow, Essex CM18 6SL

Inspection date: 4 July 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 Good

What is it like to attend this early years setting?

The provision is good

Friendly staff greet children on arrival. Children are keen to get into pre-school and hang up their belongings. Staff are positive role models and children know what is expected of them. As a result, they behave well. Parents comment on the improvements in their children's behaviour since attending. Older children demonstrate high levels of independence. During large-group activities, they listen and follow instructions as they join in with singing and actions to familiar rhymes, such as 'Twinkle, Twinkle, Little Star' and 'Roly Poly'. Older children are well prepared for their next stage of learning.

Staff provide opportunities for children to explore and investigate a wide variety of activities across the seven areas of learning. They are based on children's interests and identified learning needs, enabling children to make progress from their starting points. Children are confident in social situations. As a result, they are starting to develop friendships. They are eager to join in with others as they wash dolls in the role play area and use spoons to pass marbles back and forth to each other. Children have access to fresh air in the outside area. There are opportunities for children to develop their physical skills. Staff teach children to take appropriate risks safely as they climb and move around on large equipment. The pre-school promotes oral health and children participate in teeth-brushing activities. Children talk to staff about the importance of brushing their teeth.

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

- Partnerships with parents are good. They talk about feeling confident leaving their children with the staff. Parents feel informed about their children's learning and development and can access information on the provider's online system.
- The manager is reflective and has reviewed the learning environment to meet the needs of children and promote more opportunities for independence. For example, children now enjoy free access to a variety of craft materials to explore and express themselves.
- Children have access to a wide variety of learning opportunities covering the prime and specific areas of learning. Staff plan around children's interests and have clear intent. However, this is not always implemented in practice. For example, the staff are teaching children about healthy eating and making healthy choices. However, children are not able to make connections with their learning and real-life experiences as they do not have opportunities to explore fresh fruit and vegetables, and the snacks provided by parents are not always healthy.
- Staff are knowledgeable and talk confidently about their key children's interests and where they are with their learning and development and next steps. They have identified that COVID-19 has had an impact on children's communication

and language, and it is an area of focus within the curriculum intent. However, interactions do not always encourage children to learn new words and extend vocabulary as they explore ideas. There are limited opportunities to access and share stories within the environment.

- Staff respond in the moment to children's requests. For example, a child asked to make play dough and the staff member set an activity up with a small group and supported them to measure out ingredients and make the play dough.
- The setting is developing links with other providers the children will move on to, which is supporting smooth transitions.
- Although older children manage the daily routine and transition points well, younger children find it difficult. Often, staff deployment is not focused on those younger children and does not always take into account their age and stage of development.
- Supervision occurs termly and staff feel supported. Staff can access a variety of training, both online and face to face. However, professional development and coaching does not focus on the implementation of the curriculum intent, ensuring staff know what is expected of them.

Safeguarding

The arrangements for safeguarding are effective.

Staff are knowledgeable about the signs of abuse and the action they must take to ensure children are safe. Staff are aware of local procedures if they have a concern regarding adults working with children. Staff are trained in safeguarding and have completed additional training on wider safeguarding issues, such as female genital mutilation and the 'Prevent' duty. The provider has effective recruitment and vetting in place to check staff member's suitability.

What does the setting need to do to improve?

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

- review routines and deployment of staff during transition times, with particular focus on younger children, to ensure expectations are appropriate for their age and stage of development
- create a richer environment that supports children to make connections in their learning
- ensure professional development and coaching of staff links with the curriculum intent, with particular focus on communication and language, making sure staff know what is expected of them.

Setting details

Unique reference number	EY420544
Local authority	Essex
Inspection number	10235493
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	24
Number of children on roll	19
Name of registered person	Great Parndon Community Association
Registered person unique reference number	RP910034
Telephone number	01279 300634
Date of previous inspection	29 September 2016

Information about this early years setting

Sunflower Coppice re-registered in 2010. It employs three members of staff. Of these, two hold relevant childcare qualifications at level 3 or above. The pre-school opens Monday to Friday, from 9am until midday, term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Chrystal Buck

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and deputy joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and nominated individual about the leadership and management of the setting.
- 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.
- The inspector carried out a joint observation of a small-group activity with the manager.
- The inspector spoke to parents during the inspection and took account of 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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