

Inspection of Sunhill Early Learning Stowmarket

Ivy House, Station Road, Stowmarket, Suffolk IP14 1RQ

Inspection date: 11 October 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery excited and keen to investigate the activities provided. They leave their parents with ease and are greeted by welcoming staff. Children have great fun investigating pumpkins. They predict what might be inside and are engrossed when staff open the top. They talk about the smell and texture the pumpkin offers and giggle at the slimy feel. Children can initiate their own learning, skilfully supported by the staff. They work together building tracks, bridges and tunnels for their cars. They relish their time outdoors. They climb a wooden tower to patiently watch the trains pulling out of the nearby station. They talk confidently about their own train ride experiences.

Children demonstrate good independence skills as these are positively encouraged throughout the day. For example, they put their own coats on in preparation for playing outdoors. They serve themselves nutritious snacks and meals at lunchtime. They are careful when pouring their own drinks. Children can initiate their own play and learning as quality resources are accessible to them. Staff support children's imagination and creativity well. The role play area is popular, and children act out real-life scenarios and what is familiar to them. They talk about their new babies and take great care of the dolls in the role play area.

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

- Children's mathematical development is progressing well. Staff offer a wide variety of opportunities for children to learn different mathematical concepts. For example, they have fun scooping flour to balance scales. They talk about number and use mathematical language, such as 'heavier' and 'lighter'. They measure dinosaurs using rulers and discuss them as being 'huge' or 'enormous'.
- Children are confident speakers. They ask lots of questions. Staff are good role models. They introduce new words to broaden children's vocabulary. For example, they ask what 'exhausted' means during conversation. Children are keen to reply and enjoy the praise they receive.
- Staff have high expectations for all children. There is a sharp focus on supporting their personal, social and emotional development. Children's behaviour is good overall. They understand what is acceptable. They are polite and demonstrate good manners. They are keen to help at tidy-up time and are thrilled when they are the 'helper of the day'. However, on occasions, some staff are too quick to intervene in children's disagreements. This means children are not learning to negotiate with one another to establish a positive solution to a problem, for example when working together or sharing toys.
- Parents speak highly of all aspects of care provided for their children. They comment that their children settle quickly and are excited to attend. They feel they are fully informed regarding their children's development. They feel that the

staff are warm and supportive. Many comment that the staff go 'above and beyond' to support their children and ensure they make good progress.

- Staff feel valued and speak positively of the encouragement they receive for their own professional development. This helps them feel supported and confident in their roles. The key-person system is effective, and children are cared for by staff who know them well. Children have established close bonds and approach staff confidently if they need help or a cuddle. Children benefit from quality interactions from staff, which supports their learning.
- The manager and staff team have established positive relationships with outside agencies involved with children attending the nursery. They work closely to implement strategies that will enhance outcomes for children. The special educational needs coordinator is very knowledgeable regarding his role. He is dedicated to ensuring that all children, including those who require additional support, make the best possible progress and reach their full potential.
- Children enjoy interactive group stories. They listen intently to stories being read. They concentrate and are eager to answer questions posed about the story. In addition, there are opportunities to visit the local library or borrow favourite stories, from the nursery lending library, to share at home. However, staff have not considered how they can inspire children's interest further to encourage them to take full advantage of the books available.

Safeguarding

The arrangements for safeguarding are effective.

All staff members demonstrate a secure knowledge and understanding of how to keep children safe. Regular safeguarding training and updates are a priority to ensure all staff are confident and fully understand their role to protect children. Staff demonstrate a thorough understanding of the wider aspects of child protection. They are clear about the procedures to follow and who to contact should they have a concern about a child's welfare. A robust recruitment process, including induction, ensures that children are cared for by staff who are suitable to do so. Children learn the importance of staying safe through well-planned, supervised activities.

What does the setting need to do to improve?

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

- plan and provide more opportunities for children to expand their enjoyment of books
- provide children with more opportunities to take responsibility for themselves and solve problems when negotiating how to share resources and resolve conflicts.

Setting details

Unique reference number	2592439
Local authority	Suffolk
Inspection number	10251285
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	2 to 5
Total number of places	66
Number of children on roll	50
Name of registered person	Sunhill Daycare (Europe) Limited
Registered person unique reference number	RP519019
Telephone number	01449 678089
Date of previous inspection	Not applicable

Information about this early years setting

Sunhill Early Learning Stowmarket registered in 2020. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The nursery opens from 7.30am until 6.30pm, 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

Lynn Hartigan

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 inspector observed activities, indoors and outside, and assessed the impact these have on children's learning.
- The manager and the inspector completed a learning walk together to discuss and understand how the early years provision and the curriculum are organised.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with practitioners at appropriate times during the inspection. Parents spoke to the inspector about their views of the nursery.
- A meeting was held between the inspector and the manager. The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff members.

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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