

Inspection of Sunhill Early Years Stowmarket

12 Bury Street, STOWMARKET, Suffolk IP14 1HA

Inspection date: 1 December 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 and are greeted by warm and friendly staff. Children feel a sense of belonging and steadily build independence as they hang their coat on their peg before venturing off to play. Staff foster strong and positive attachments with children in their care. They provide a respectful learning culture by gently reminding children to use 'please' and 'thank you' and giving meaningful praise for their efforts and achievements. Children show empathy and compassion to their peers by patting them on the back to comfort them when they have a tickly cough. Children are extremely polite and well mannered throughout the nursery.

Children learn about what makes them unique. They delight in sharing pictures of themselves and their families at group time. The learning environment is calming, and all children have the opportunity to speak and have their ideas and opinions heard. Subsequently, children develop good listening and attention skills. Children frequently instigate discussions with staff and peers. They benefit from regular trips to the neighbouring pre-school setting. The environment becomes familiar to them as they enjoy playing in their outdoor garden. Additionally, these visits help to support seamless transitions for children who will move to this pre-school after finishing their time at nursery.

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

- Overall, teaching is meaningful. Learning environments are beautifully resourced and help to promote all areas of learning. Staff build excellent partnerships with parents early on and gather information about children before they start. This first-hand knowledge, and an effective key-person system, enables staff to plan activities and adapt resources that are linked to children's individual interests and preferred learning styles. As a result, children become motivated learners and make good progress in all areas of learning. However, occasionally, staff do not take advantage of all opportunities to extend babies' learning and development further.
- Communication and language are prioritised. Staff introduce new vocabulary and ask questions that enable children to respond and practise their speech and language skills. Staff respond well to babies' babbling as they learn to communicate. Staff seek early advice from outside professionals, such as speech and language professionals. As a result, any gaps in children's learning are swiftly identified and individual support is put in place.
- Children develop a love of reading as staff enthusiastically read to children. Books are skilfully placed across the provision and staff use these to prompt discussions and support deeper understanding of what is being taught. For example, staff encouraged children to count rabbits in a book they were reading. Later, a child was counting buttons and recalled that there were three buttons,

like the rabbits in the book. The impact of the curriculum on what children know, remember and can do, is highly effective.

- Children's physical and emotional well-being are carefully considered. Despite there not being an outdoor garden, the provider has created a woodland-themed room with natural resources to provide outdoor activities inside. Children develop physical skills, such as running and jumping, as they go on regular trips to the park. Staff support children by giving them age-appropriate responsibilities so they can contribute their own ideas. Staff encourage and promote the individual characters of children.
- Children are becoming increasingly independent in managing their personal needs. Children serve their own meals and learn to make healthy food choices. Effective hygiene practices are in place. Children use their initiative and wash their hands before mealtimes. However, the organisation at mealtimes means that, sometimes, babies become frustrated as they wait for long periods of time at the table to be served their food.
- The management team works collaboratively and efficiently. Managers are reflective and attend regular training to continuously improve outcomes for children. As a result, all children, including those with special educational needs and/or disabilities, are making good progress in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given the highest priority. There is an established safeguarding culture that ensures staff have a detailed understanding and awareness of swiftly recognising a child who may be at risk of harm. Staff understand wider safeguarding issues, including grooming and exploitation. They know how to report concerns in a timely manner. Robust and safe recruitment processes are in place to ensure staff are all suitable to work with children. All staff understand the whistle-blowing procedure they would follow if they had a concern about a colleague, and they are aware of local child protection procedures.

What does the setting need to do to improve?

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

- monitor staff practice to ensure all children are consistently challenged to make even more progress in their learning
- review and improve the organisation of mealtimes, so that the needs of all children are considered and the length of time children spend waiting is reduced.

Setting details

Unique reference number	2592548
Local authority	Suffolk
Inspection number	10249183
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 2
Total number of places	44
Number of children on roll	34
Name of registered person	Sunhill Daycare (Europe) Limited
Registered person unique reference number	RP519019
Telephone number	01449 774800
Date of previous inspection	Not applicable

Information about this early years setting

Sunhill Early Years Stowmarket registered in 2020. The nursery employs eight members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The nursery opens from 7.30am to 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

Louisa Taylor

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 manager and has taken that into account in their evaluation.
- The nursery manager and the inspector completed a tour of the setting to understand how the early years provision and curriculum are organised. Additionally, the manager showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of teaching during activities indoors and assessed the impact that this had on children's learning. The inspector had discussions with the manager about how they provide daily outdoor learning opportunities, as the setting does not have an outdoor garden.
- The inspector carried out a joint observation of group activities with the manager and also discussed self-evaluation.
- Children spoke with the inspector during the inspection. Parents and carers shared their views of the setting with the inspector.
- The inspector held a meeting with the management team. The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the setting and a selection of other key records.

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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