

# Inspection of Little Sunflowers Day Nursery

Shirley Crescent, Beckenham, Kent BR3 4AZ

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Inspection date: 30 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children confidently say goodbye to their parents as they bound into the nursery, eager to start their day. They happily greet staff, showing security and strong attachments. Toddlers develop their physical skills as they pull themselves up and cruise across the room, supported by staff. They smile and demonstrate pride in their achievements. Older children develop counting skills and number recognition while exploring the daily calendar. Younger children are keen to join their peers, who include them in the task of identifying numerals to represent the date.

Children develop good language skills. Singing is threaded throughout the day to signify changes between activities. Children of all ages join in, from toddlers bumping up and down on their bottoms, to older children singing while completing a task, such as tidying up in readiness for circle time. Children display positive attitudes towards activities and benefit from being with children of mixed ages in one room. They sit patiently during circle time as they take turns to be welcomed while singing the 'good morning' song. Babies smile and clap their hands, and toddlers attempt to mimic older children, who follow staff's lead. Children develop their gross motor skills, balance and spatial awareness. For example, they ride scooters in the spacious garden.

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

- Children are confident communicators and take pride in recalling stories and sharing their thoughts. They demonstrate good communication skills. This was evident during a story session where children discussed their emotions relating to a hamster's death, which they linked to the passing of the Queen. Children recall a tea party at nursery celebrating her life. They listen to each other, keeping to a theme and displaying an understanding of conversation.
- Younger children develop their vocabularies as staff consistently repeat words and extend sentences. As children point to the fruit they want to eat, staff encourage them to name the fruit. Children choose books and seek out staff to read to them. Older children complete sentences in familiar stories, showing a love for reading and supporting their literacy development.
- Children develop their self-care skills as they wash and dry their hands independently. They make choices at snack time, selecting what drink they would like. Children are encouraged to put on shoes and socks, which they do independently. However, staff do not provide consistent opportunities for older children to gain confidence and master their self-care skills in readiness for school. For example, they do not always give older children the time to remove and put on their coats.
- Children are respectful, kind and generally understand the boundaries in nursery. Older children take pleasure in holding toddlers' hands to help them

balance. Children work together to build train tracks, and they encourage younger children's participation, showing them how to connect it. Children persevere and manipulate the track into place, demonstrating positive behaviour and resilience. However, at times, staff do not provide children with reminders to help them to understand their behavioural expectations and to avoid potential incidents. For example, children sometimes forget to use their 'walking feet' and run when inside.

- Children learn to resolve conflicts as staff encourage them to use their words to express their feelings and find solutions. For instance, when children become frustrated when others block the scooter path, staff encourage children to stop, reflect and ask their peers to move their play. When younger children become upset because they want to play with a particular toy, staff acknowledge their emotions, suggesting they take turns or play together, which they do.
- The owner is clear on what she wants children to learn. She wants children 'to be the best version of themselves', both emotionally and academically, which she shares with staff. Staff feel supported, and the owner continually observes, reflects and works with staff to ensure that good practice is maintained. She encourages staff's professional development. For example, two members of staff have recently completed level 3 childcare qualifications and another has begun leadership and management training.
- Parents speak highly of the staff, commenting on their warm, nurturing natures. They welcome the daily updates at home time about their children's care and achievements. Parents confirm that younger siblings settle quickly due to being in a room with their brothers and sisters. Parents' views are considered. After the COVID-19 pandemic, parents were asked whether they would prefer to revert to the pre-pandemic drop-off procedure or continue to say goodbye at the entrance. The vast majority chose to maintain the newer system, which has been kept in place.

## Safeguarding

The arrangements for safeguarding are effective.

The owner and staff have a clear understanding of how to protect and keep children safe. They can identify the possible signs of harm and abuse and know which steps to take should they have a concern. All staff are aware of their duty to share concerns if they are worried about the owner or colleagues' behaviours. Staff receive ongoing training and have recently completed refresher courses on radicalisation and harmful cultural practices. The owner, who is the designated safeguarding lead, refreshes her training regularly. She adheres to robust recruitment procedures for all staff.

## What does the setting need to do to improve?

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

- encourage and allocate appropriate time for older children to consistently master their self-care skills
- support children to understand the expectations for their behaviour so that they can learn to self-regulate their behaviour.

## Setting details

<b>Unique reference number</b>	137239
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10233555
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Clark, Jacqueline
<b>Registered person unique reference number</b>	RP511611
<b>Telephone number</b>	020 8663 1835
<b>Date of previous inspection</b>	2 February 2017

## Information about this early years setting

Little Sunflowers Day Nursery registered in 2000. It is independently run and operates from purpose-built premises to the rear of Marian Vian Primary School in Beckenham. The nursery is open all year round, from 8am to 6pm, Monday to Friday. There are five members of staff employed, all of whom hold appropriate childcare qualifications and work with children. The nursery also employs a chef and an administrator. It provides funded early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Jill Pearce

## 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 owner joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a sensory activity with the owner.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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