

# Inspection of Sunflower Daycare

Houghton House, 131a Leeds Road, Glasshoughton, Castleford WF10 5JT

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Inspection date: 13 January 2023

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children enjoy their time in the setting. They have strong bonds with key persons, who they reach out to if they are upset. Babies are held when they need comfort and reassurance. Children learn to care for others and show some concern when their friends are upset. Staff praise children for sharing, taking turns and good listening. Children are respectful and well mannered. They sit together for story time. Children listen to the story and look at the illustrations. However, staff do not make story time consistently engaging for all children. For example, some staff do not use different voices or make use of props to keep children engaged. As a result, some children lose interest, begin to fidget and move around.

Children learn about colours and numbers through a variety of activities. They enjoy number songs and rhymes that are familiar to them. Older children match picture cards with three-letter words and name some letters and the sounds which they represent. This helps to promote children's literacy and communication skills. Toddlers skilfully manage their daily walks up and down the stairs to go outside or to lunch. This helps to support children's physical skills and their understanding of how to keep themselves safe.

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

- Leaders and managers show a genuine commitment to improving the quality of care and education they provide. They have identified areas for improvement. The provider is working with the local authority to address these areas. However, this work is recent and the impact on children's learning and development is not yet secure.
- The educational programme is not ambitious enough. Practitioners know what children need to learn next. However, they do not tailor activities to children's individual learning needs. This means that children do not make consistently good progress. As a result, gaps in children's learning do not close as quickly as possible.
- Practitioners are well qualified. However, they do not make the most of their knowledge and understanding of how children learn. For example, practitioners use questions and prompts which are not highly challenging. Nonetheless, children develop the basic skills that they need for school.
- Parents say that practitioners are approachable. They would not hesitate to bring any issues to their attention. However, some parents do not know the name of their child's key person. They are also unaware of the relevance of their role.
- Practitioners promote children's communication skills satisfactorily. They listen to what children say and often repeat their words when mispronounced. This helps to reinforce the correct pronunciation, which children often repeat. Babies and

toddlers respond to practitioners when they echo their sounds. They smile back at practitioners who smile at them.

- Children learn about their local community. For example, they enjoy a visit to the local library to look at storybooks.
- Children learn some of the skills they need to take care of themselves. They put on their own coats to go outside and help themselves to water when they are thirsty. Children talk about the importance of brushing their teeth. They learn about good hygiene practice through their daily routines. Children wash their hands after toileting and before eating.
- Practitioners inform parents about their children's development. Parents receive information about activities that their children enjoy and how their day has been. Parents are positive about the care which their children receive. They are happy that children's communication skills and confidence have improved. They comment that this is since they began attending the nursery.

## Safeguarding

The arrangements for safeguarding are effective.

Practitioners understand the procedures they must implement should they feel a child is at risk of neglect or abuse. They know the difference between the roles of the local authority designated officer and social care. This means that any allegations received, or concerns they have about a child, will be addressed quickly. Practitioners understand why the 'Prevent' duty is in place. They are regularly quizzed about safeguarding issues and this helps to keep their knowledge up to date. The setting is secure and no one can enter or leave without being seen.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
develop a targeted programme for professional development to improve practice and learning outcomes for children	24/02/2023
ensure that the educational programme involves activities and experiences to help extend children's learning and development across all areas of learning.	24/02/2023

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

- provide parents with comprehensive information about their child's key person and what their role is.

## Setting details

<b>Unique reference number</b>	2700957
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	10266387
<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>	0 to 6
<b>Total number of places</b>	56
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Sunflower Daycare Ltd
<b>Registered person unique reference number</b>	2700955
<b>Telephone number</b>	07795108379
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Sunflower Daycare registered in 2022 and is located in Castleford. The setting opens all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and a week at Christmas. It employs 12 childcare practitioners, nine of whom hold appropriate qualifications at level 3.

## Information about this inspection

**Inspector**  
June Rice

## 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.
- We carried out this inspection as the result of a risk assessment, following information we received about the provider.
- The inspector observed the quality of education and assessed the impact this has on children's learning and development.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The manager observed a planned activity with the inspector and discussed the quality of education provided for children.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.

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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