

# Inspection of Sunflower Day Nursery

Newton Abbot Racecourse, Newton Road, Kingsteignton, NEWTON ABBOT, Devon  
TQ12 3AF

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Inspection date: 9 January 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is inadequate**

Children are not safe in the setting. There are multiple risks and hazards in the environment. Staff do not complete effective risk assessments or take action to minimise hazards. For example, children play in the garden where staff have identified risks but do not address them. Staff are aware of a broken plastic windowpane in a shed. Sharp edges are at children's height, which poses a risk.

Babies engage in some activities that help support their learning. However, the curriculum for older children does not meet their needs. Toddlers and pre-school children spend large amounts of time wandering around, unoccupied and bored, with no or very little staff attention. This affects the quality of children's learning experiences. Staff rarely interact with older children during activities.

Staff do not have a secure knowledge and understanding of safeguarding procedures. Leaders provide incorrect information to staff regarding the setting's safeguarding policy. Procedures are not in line with guidance from the local safeguarding partners. Staff are unclear who they can go to with concerns regarding a member of staff's conduct. Procedures for identifying, recording and monitoring children's existing injuries are not robust. As a result, staff are unable to monitor and keep track of patterns of injuries. Staff are not provided with clear guidance from leaders. Weaknesses in the setting's safeguarding procedures put children at risk of harm.

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

- Staff do not make effective use of risk assessments to keep children safe. Babies walk on an unsuitable play surface outside, with holes that they could catch their feet in. Staff do not recognise risks inside the setting, such as plastic bags within children's reach. Toddlers suck on a plastic glove, which goes unnoticed by staff. Failure to manage these risks compromises children's safety.
- Staff do not take sufficient steps to ensure children's good hygiene or to prevent cross-contamination. Children do not always wash their hands after using the toilet, and staff do not remind them. Staff do not follow good hygiene practices when changing nappies. The nappy changing area is not adequately cleaned between each nappy change. Children's potties are not routinely emptied and cleaned when used.
- Staff are not deployed effectively, particularly in the toddler and pre-school rooms. They prioritise tidying up or doing other jobs around the setting and fail to supervise children effectively. Older children do not learn about boundaries or how to play with toys appropriately. Toddlers push a toy buggy into each other in front of staff, and they do not intervene. Staff do not address incidents quickly, and older children do not learn about the impact of their actions on

others.

- Staff working with babies show some understanding of their interests. However, learning is incidental, because staff do not follow a clear curriculum that is strong enough to build on their learning. Staff provide an activity for babies to explore texture with flour and oats, which they enjoy. Other babies use tools and containers to find ways to move and measure the materials. Staff introduce some new words to support their language development as they play.
- Staff working with toddlers and pre-school children do not have enough knowledge or understanding of how children learn. The curriculum for this group of children is not ambitious enough. Staff are not clear about what they want to teach children, and activities are poorly organised. For example, children climb on tables because they cannot see or engage in an adult-led activity. Children gain little from the activities staff provide and do not make good enough progress.
- Although staff talk with parents about children's additional needs, they do not put effective plans in place to meet their needs. Staff do not do enough to support children who need help with their language and communication. For example, children with limited vocabulary are not supported to speak or learn new words. At times, activities are too advanced, as staff do not plan to include all children's needs. As a result, children with additional needs are at risk of falling behind in their learning.
- Failings in leadership and management mean that children's confidential information is not stored securely and children's hours of attendance are not accurately or promptly maintained. Risk assessments are not effective, and children's play areas are not safe. Leaders fail to provide staff with correct safeguarding policies and procedures, including how to monitor children's existing injuries. Leaders, moreover, do not check staff's understanding. Systems are not in place to support staff fully in their roles and responsibilities, to ensure they understand how to extend children's learning and development.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Children's safety is significantly compromised. Many staff do not know how to respond to a child protection concern and do not take correct and prompt action to safeguard children. Policies and procedures are not clear. Leaders fail to provide guidance to staff about their roles and responsibilities. Systems to record and store any safeguarding concerns are unclear to managers and staff. This means that staff are unsure when to record information. In some cases, managers are unable to find important information when required and confidential safeguarding information is not stored securely. Staff do not keep the record of names of children and their hours of attendance up to date which puts children at risk in an emergency. Along with this, staff and leaders fail to identify or address risks in the environment.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
ensure that the indoor and outdoor environments are risk assessed, and take steps to ensure safe and suitable spaces are provided for children	17/01/2023
ensure that confidential records are stored securely and are only accessible to those who are authorised to view them	17/01/2023
improve the hygiene of children's nappy and toilet training procedures, to prevent cross-contamination and the spread of infection	17/01/2023
ensure the daily record of the names of children and their hours of attendance is accurately and promptly maintained	17/01/2023
ensure that the safeguarding policy is in line with local safeguarding partners (LSP) and correct reference is made to the local authority designated officer within the policy	06/02/2023
ensure that all staff, including the designated safeguarding lead (DSL), have a secure knowledge and understanding of safeguarding procedures in line with LSP, to enable them to raise concerns about children and staff appropriately	06/02/2023
ensure all staff, including the DSL, have a secure knowledge and understanding of how to identify, record and monitor signs of possible abuse or neglect in a timely manner	06/02/2023

ensure that staff are deployed effectively so they can engage in quality interactions with children, supervise them appropriately and address any incidents quickly	06/02/2023
implement effective systems for training, supervision and mentoring of staff, to ensure they have the support, knowledge and skills to carry out their roles and responsibilities	06/02/2023
improve arrangements to plan for children with additional needs, to ensure their needs are met and they make progress.	06/02/2023

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

	<b>Due date</b>
implement an effective curriculum that identifies the needs and interests of children and offers them challenge and high levels of engagement.	06/02/2023

## Setting details

<b>Unique reference number</b>	EY432696
<b>Local authority</b>	Devon
<b>Inspection number</b>	10267112
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Sunflowers Day Nursery LLP
<b>Registered person unique reference number</b>	RP526251
<b>Telephone number</b>	01626334070
<b>Date of previous inspection</b>	18 October 2018

## Information about this early years setting

Sunflower Day Nursery opened in 1992 and re-registered in 2011. The nursery is situated in a purpose-built building at Newton Abbot Race Course, Devon. It operates from 7.45am to 5.45pm, Monday to Friday, all year round. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs a team of 10 staff, all of whom hold a recognised childcare qualification.

## Information about this inspection

### Inspectors

Jemma Honey  
Samantha Powis

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors spoke with the nominated individual and manager about the leadership and management of the setting.
- The inspectors 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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