

Inspection of Sunflowers at Grafton

The Green, East Grafton, Marlborough SN8 3DB

Inspection date: 18 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children progress well at this friendly, rural nursery. They form close bonds, not only with their key worker but with all of the staff, giving them a strong sense of belonging. The staff offer continual encouragement and praise to the children, enabling them to grow in confidence as they explore their environment. The children's interests are woven into the setting's curriculum, and care is taken by the staff to enhance these experiences. For example, the children in the toddler room have become interested in bug hunting. The staff have created an area with logs, provided magnifying glasses and some pictures of common bugs. The children learn new words as they identify ants and worms.

The nursery has an extensive outdoor space for the children to explore. Each room benefits from a smaller enclosed garden with access onto a larger area. In the smaller gardens, the children are able to access water and sand trays, as well as dens and ride-on-toys. In the larger garden, children have opportunity to climb, explore and run around in a natural wooded space. They care for the chickens and look for signs of wildlife. This gives children the opportunity to be physically active throughout their day.

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

- The manager and staff have high aspirations for all of the children at their setting and have developed a curriculum that is clearly understood by all staff. The staff are able to identify why they are doing an activity and what it is the children are learning. For example, in the baby room, the staff sing and read books to the children throughout the day. They understand that this helps the children to develop their speech and vocabulary. During story time in the pre-school room, children join in with familiar phrases while a member of staff reads the story.
- The children have many opportunities to be physically active. In the baby room, there is low climbing equipment for the children to explore. They can pull themselves to standing and smiled when they received praise and claps from the staff. The pre-school children engaged the inspector in discussions about yoga and dancing. They notice that their hearts are beating quickly after dancing and comment, 'Our hearts beat fast when we dance fast.'
- Staff support children with special educational needs and/or disabilities (SEND) well. They make use of additional funding to support the children. For example, staff have purchased a dark den with sensory toys to provide a calm space for children who may become overwhelmed at times in the day. The staff are quick to identify any children who may have additional needs and engage the help and support of professional agencies in a timely manner.
- The managers hold staff development and well-being in high regard. They

encourage all staff to engage in gaining nationally recognised qualifications. The staff feel valued and supported by their managers.

- Staff approach children's personal routines gently and with respect. They ask the younger children if they need help to wipe a nose and talk to them while changing a nappy, explaining what they are doing. The older children confidently take care of their personal hygiene but ask for support, if needed. This helps to promote the children's feeling of security, their independence and confidence.
- Staff talk continually with the children, providing a dialogue to their play. They encourage children to problem-solve and consider the outcomes to actions by asking open-ended questions. However, during some group activities, staff do not always respond in a timely manner to those children who are less vocal compared to others. At times, this hinders some quieter children from building on what they know and can already do.
- The children show high levels of respect for one another. For example, the pre-school children wait quietly for their turn to talk during circle time. In the pre-school, the children sing a 'Good Morning' song once they have settled in and say 'good morning' to one another. During this time, staff encourage them to 'talk with their hands', and the children explain they do this 'because some people are deaf and cannot hear them'.

Safeguarding

The arrangements for safeguarding are effective.

The staff have a clear understanding of signs to be aware of and how to report any welfare concerns about a child in their care. The managers ensure the staff revisit training on a regular basis, including whistle-blowing expectations and procedures. Staff are confident to respond to a variety of child protection and safety concerns, including the procedures to follow to keep children safe. The managers follow a robust recruitment procedure and induction program. This helps to ensure staff are suitable to work with the children.

What does the setting need to do to improve?

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

- support staff working with younger children to ensure all interactions enable children to build on what they know.

Setting details

Unique reference number	EY457829
Local authority	Wiltshire
Inspection number	10285327
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	0 to 4
Total number of places	41
Number of children on roll	64
Name of registered person	Sunflowers at Grafton
Registered person unique reference number	RP532273
Telephone number	01672810478
Date of previous inspection	2 October 2017

Information about this early years setting

Sunflowers at Grafton registered in 2013 and operates from a former village school in a rural location near Marlborough in Wiltshire. There are 12 permanent nursery team members, of whom 11 hold a relevant early years qualification. Of these, the manager holds a level 5 qualification along with one other team member, and nine hold a qualification at level 3. A further seven bank team members provide occasional support, of whom two hold a relevant early years qualification. In addition, the provider employs a business management team of two and a housekeeper. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.50am to 6pm. The nursery also provides a breakfast and after-school club. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Manda Fisher

Inspection activities

- This was the first routine inspection the nursery 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 children spoke with the inspector about what they enjoy doing during their time at nursery.
- The inspector spoke with the managers about the structure of the curriculum and staff recruitment.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed interactions between the staff and children throughout the inspection.
- The manager and inspector carried out a joint observation during circle time.
- The inspector looked at relevant documentation to demonstrate the suitability of staff.
- The inspector spoke with several parents and took their views into account.
- The inspector talked to staff at appropriate times during the inspection to discuss the learning intentions and the impact on children's development.
- The manager and inspector completed a learning walk together. The manager was able to inform the inspector of the learning intentions for each age range.

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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