

# Inspection of Sunflower Day Nursery

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

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Inspection date: 26 June 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

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

### **The provision is good**

Children show that they feel happy and safe at the nursery. They arrive confidently and often enter the setting without saying goodbye to their parents in their haste to start their day. New babies settle quickly with their key person, soon interacting with the other children and exploring the toys. Children feel comfortable to ask staff for help when needed. Babies and toddlers initiate cuddles with staff when they need reassurance, and they thoroughly enjoy staff's playfulness and participation in their games. Staff support children to understand the daily routines, which helps them to feel emotionally secure as they anticipate what will happen next.

Overall, the manager and staff support children's learning and development well. The curriculum they plan interests children and builds on what they need to learn next. Children make good progress and show positive attitudes to learning, hurrying over eagerly to take part when adults announce they will be starting an activity. The provision and support for babies are a particular strength of the setting. Staff working with the youngest children are clear about what they want the babies to learn and how to build on their skills and knowledge. For example, staff read books to the babies and engage them very well, teaching them new words and encouraging them to be curious.

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

- Since the last inspection, the provider and manager have worked hard to address the breaches of requirements. For example, they have trained staff on the importance of recording children's attendance accurately and how to promote health and hygiene through children's care routines.
- The provider and manager recognise the need to continue to review the quality of the provision to maintain good standards for children. For instance, they have developed the monitoring of staff's practice and safeguarding knowledge.
- Staff know the children well, including what the children know and can do. Staff plan enjoyable learning experiences for the children. At times, staff working with the pre-school children do not always consider what they want the children to learn from the activities they plan. During these occasions, the children do not receive highly effective and targeted support to extend their learning further.
- Staff identify when children may benefit from additional help and work with other professionals to seek guidance about how to meet the children's needs. However, the provider and manager do not support and coach staff to develop their knowledge of how to target the needs of these children more precisely through early intervention while they wait for initial assessments from other agencies.
- Overall, staff deploy themselves effectively and interact with children well, such

as modelling a broad vocabulary. For example, children learn about and repeat the new words that staff use, such as 'jellyfish' and 'muscle'. However, staff do not consider how to support some of the toddlers when carrying out routine tasks, such as preparing for mealtimes and taking children to use the potty. Children play alone contentedly but do not receive the attention needed to extend their language development during these times.

- Staff support children to be independent and to manage tasks for themselves. For example, staff show the children how to open food packages and praise them enthusiastically when they succeed. Toddlers help to tidy away the toys without prompt. Pre-school children use cutlery at mealtimes and pour their own drinks.
- Children develop good physical skills. Babies have plenty of space and encouragement from staff to move around the room. Toddlers throw and kick balls and chase after them as they roll away. Pre-school children learn to propel themselves on bikes and ride-on toys, navigating obstacles safely.
- With gentle reminders from staff, children learn to be kind and make friends. Babies lightly pat the other children with interest and smile at each other. When they have finished playing with toys, toddlers and pre-school children pass them to their friends, who are waiting for a turn.
- Parents speak highly of the staff and manager. They comment that, since the last inspection, they have been kept well informed of the positive changes that have taken place. Staff provide parents with detailed information about their children's progress, including their child's next steps in learning, so that parents can build on this further at home.

## Safeguarding

The arrangements for safeguarding are effective.

The provider, manager and staff understand their responsibilities to keep children safe. Staff's risk assessment has improved and is effective in identifying and removing any hazards from the children's play areas. Records are stored in line with the relevant regulations to maintain confidentiality. The manager and staff show a good knowledge of child protection issues and know how to respond promptly and appropriately when concerns arise about the welfare of a child. The provider and manager implement safer recruitment procedures, including checking the suitability of new staff. Most staff are first-aid trained, which allows them to respond promptly to any accidents and incidents.

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

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

- support staff in the pre-school room to be clearer about what they want children to learn, to help them target the older children's individual learning needs more

precisely and consistently

- develop the organisation of staff and how they manage their time and routines to ensure that toddlers receive more consistent support to extend their communication and language
- strengthen the support and coaching of staff, developing their knowledge and skills to find out how they can provide more targeted support and early intervention for children who require extra help.

## Setting details

<b>Unique reference number</b>	EY432696
<b>Local authority</b>	Devon
<b>Inspection number</b>	10277273
<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>	1 to 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	47
<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>	9 January 2023

## 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 seven staff, all of whom hold a recognised childcare qualification at level 2 or 3.

## Information about this inspection

### Inspector

Sarah Madge

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector held discussions with the provider and manager at appropriate times during the inspection and in a scheduled meeting.
- The manager led the inspector on a learning walk around all areas of the nursery to talk about how the curriculum is organised.
- The inspector observed and spoke with children and staff throughout the day.
- The inspector carried out joint observations with the manager to reflect on the quality of education.
- The inspector looked at relevant documentation, including staff's suitability to work with children and records of children's attendance.
- The inspector spoke with parents and carers and took account of their views.

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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