

# Inspection of Sunflowers Nursery Limited

Sunflowers Day Nursery, Cobblers Way, RADSTOCK BA3 3BX

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Inspection date: 5 July 2023

<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 receive a warm welcome when they arrive at this nurturing and inclusive nursery. Staff get to know children well before they start by providing as many settling-in sessions as necessary, depending on each individual child's needs. Children form strong relationships with staff and feel able to ask for help when needed. Staff respond quickly to children's needs, providing support or reassurance. As a result, children feel happy, confident and safe to explore the setting.

Children engage in age-appropriate learning activities, which staff plan with children's interests and learning needs in mind. For example, babies explore different textures and develop their hand-eye coordination as they use scoops to play with oats. Staff show toddlers how to mould play dough with rolling pins, developing the muscles in their hands and arms. Older children develop their imaginative skills by using more-advanced utensils to make marks in dough, pretending to make cakes and cookies. This careful sequencing of skills throughout the nursery supports children to make good progress.

Children develop their physical skills in carefully designed outdoor spaces. They learn about how to keep fit and healthy. Staff consistently teach children how to share and take turns. As a result, children behave well and show respect for themselves and others. Staff support children with their listening and attention skills. They give clear instructions and communicate how they expect the children to sit and listen. This supports children to learn the skills that they need when they move on to school.

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

- The managers have developed their curriculum to provide a wide range of experiences. For example, staff arrange for animals to visit the setting, and children learn about life cycles by incubating and hatching ducklings. They learn about the people who help them in the community with visits from the police and the fire brigade. Children benefit from these extra-curricular opportunities.
- Staff use an online application to share information with parents about what their children are doing in the setting. They explain what the provided activities are intending to teach children. As a result, parents feel very well informed. Staff provide 'lending sacks' with toys and books linked to children's individual interests to support parents to extend children's learning at home.
- Staff plan learning activities that are based on children's interests. This helps children to develop positive attitudes towards learning. However, staff are not consistent in how they evaluate what the children are gaining from the activities. This impacts on how well some staff assess what the children need to learn

next.

- On the whole, staff interact well with children to help them develop their communication skills. However, at times, they miss opportunities to introduce new words and widen children's vocabulary.
- Staff support children to manage their emotions exceptionally well. They provide a 'calm corner' for children to use when they are feeling overwhelmed. They help children to begin to label and understand emotions by explaining them through play. For example, they have a toy zebra that is worried, a monkey that is happy, a horse that is angry and a dog that is sad. This exposure to emotional vocabulary helps children to understand and identify these core emotions in themselves and others.
- The experienced special educational needs coordinator (SENCo) works with the rest of the team to identify when children may need extra support. She trains staff to use different strategies with particular children to help them access the same education as their peers. She refers children for support from external professionals when needed and works with parents to ensure that all children make the best possible progress.
- The managers are very reflective and are always looking for ways to improve the setting. They use additional funding effectively and monitor its impact. They provide supervision sessions for all staff and support them to develop professionally. They understand the importance of staff well-being and recently enabled a member of staff to become a mental health lead for the setting. Staff feel valued, and retention levels are excellent.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a clear understanding of their responsibilities to protect children from harm. They know the signs and symptoms of abuse and the procedures to follow if they have concerns about a child. Staff also know how to refer any concerns beyond the leadership team. Leaders follow safe recruitment procedures to ensure all staff are suitable to work with children. Managers are aware of pressures on parents, such as rises in the cost of living, which may impact on children's health and well-being. They support parents to gain help from a range of organisations so that they can access any financial support that may be available.

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

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

- introduce and model new and interesting vocabulary at a consistently high level to extend children's language skills
- support staff to focus more closely on evaluating the impact of the curriculum to consistently plan for children's next steps.

## Setting details

<b>Unique reference number</b>	EY280208
<b>Local authority</b>	Bath and North East Somerset Council
<b>Inspection number</b>	10298808
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	84
<b>Name of registered person</b>	Sunflowers Nursery Limited
<b>Registered person unique reference number</b>	RP523666
<b>Telephone number</b>	01761 419997
<b>Date of previous inspection</b>	5 January 2018

## Information about this early years setting

Sunflowers Nursery Limited registered in 2004 and has been operating since 1997. It is located in Radstock, Somerset. The nursery employs 18 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kate Rogers

## 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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