

Inspection of Sunflower Daycare

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

Inspection date: 25 September 2023

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

What is it like to attend this early years setting?

The provision is good

Children have fun and enjoy their time spent at this nursery. Babies are cherished and nurtured by kind and caring staff. They receive plenty of reassuring cuddles to build their emotional resilience. Older children are provided with genuine praise and lots of verbal encouragement. Staff have high expectations of children's behaviour and, as a result, children respond well and are confident and self-assured, which helps them to feel safe and secure.

Children show a wonderful can-do attitude, and they repeatedly try until they succeed. For instance, as they build a bridge to walk across, children slowly add more bricks to make it more secure. Staff praise children for their efforts. They introduce children to skills that support their independence. For example, babies start to use spoons at lunchtime, with effective support from staff. Older children serve themselves at mealtimes, deciding how much they want, and talk about the foods they like and do not like. Children tidy away after eating and look after their toys. Children are happy and settled, and they are thriving emotionally and developmentally.

The newly implemented curriculum is already well established and can be clearly seen in the interactions of staff and children. For example, staff support children's pre-writing skills by providing activities, such as cutting dough with scissors. They practise their pincer grip as they pick up tiny pom-poms with tweezers. All children are making good progress in their learning and development.

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

- Overall, staff's interactions with children are consistently good. At times, some interactions and support do not build on the learning intentions of planned activities as effectively as possible. For example, as children paint and print leaf patterns, opportunities to explore texture, origin and colours are not fully explored. This does not always promote learning for the individual needs of the children.
- Staff introduce counting to children from an early age. Very young children count to three as staff sing and read nursery rhymes. Older children count how many knives and forks they need as they set up the tables for lunch. However, children's extended mathematical skills are not fully encouraged, such as when they are using the connecting cubes and building their bridge. This limits the mathematical progress children are capable of making.
- Staff support children's early language skills effectively. They repeat the words children use in full sentences and talk to them about what they are doing throughout the day. For example, as children draw a picture of their reflection, they talk about their individual features and compare these with their friends.

- Staff share books and songs with children at key times during the day. They use these times to reflect on the story, introduce characters and clarify children's understanding of words. This promotes children's speech and language skills.
- Staff promote children's outdoor play appropriately, which provides children with plenty of fresh air. For example, children confidently jump across the large wooden logs, holding the hand of the member of staff when needed. They busily explore the construction area as they fill and empty the trucks with stones.
- Staff promote high standards of hygiene. They sanitise and wipe surfaces before children eat and when they finish playing. Staff wear aprons and gloves during nappy changing. They encourage children to lather and rinse their hands well after using the toilet.
- Staff make regular assessments of children's learning and development. This identifies if any further support or interventions are required for children to make even better progress in their learning.
- The manager regularly checks staff's skills and knowledge to ensure they continue to provide a good level of education to all children. This is supported by staff discussions and through attending a variety of training courses.
- Parents make positive comments about the care and development that their children receive. They feel that children are making good progress. Parents receive plenty of information about their children's day, their achievements, and their next steps in their learning. Staff develop close professional relationships with parents and carers. They support parents to build their knowledge of how to promote children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a strong understanding of their roles and responsibilities to keep children safe in their care. They understand the signs and symptoms that may indicate a child could be at risk of harm. Leaders and staff know who to contact if they have a child protection concern or to seek advice, including if an allegation is made against a member of staff. A training plan is in place to ensure that staff maintain their safeguarding skills and knowledge. The manager follows safe recruitment procedures to ensure that only suitable people are employed to work with children.

What does the setting need to do to improve?

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

- strengthen staff's understanding of the learning intention for planned activities, to enable them to shape activities more precisely to the learning needs of children
- provide and extend opportunities to promote children's wider mathematical

thinking in order to raise their achievements to an even higher level.

Setting details

Unique reference number	2700957
Local authority	Wakefield
Inspection number	10309068
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	56
Number of children on roll	49
Name of registered person	Sunflower Daycare Ltd
Registered person unique reference number	2700955
Telephone number	07795108379
Date of previous inspection	13 January 2023

Information about this early years setting

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

Information about this inspection

Inspector
Jo Clark

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 provider.
- The manager and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the nursery and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about their experiences in the nursery.
- Parents shared their views of the nursery with the inspector.
- A meeting was held with the manager. This included a review of relevant documentation, including staff suitability and training.

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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