

Inspection of Sunflowers Nursery (Holmgate) C.I.C.

Holmgate Community Centre, Valley Road, Chesterfield S45 9QF

Inspection date: 27 October 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 | Good |
|----------------------------------------------|------|

What is it like to attend this early years setting?

The provision is good

Children show positive relationships with staff and listen to their instructions. For example, when the manager rings a bell, children understand it is time to tidy away toys. Children show a willingness to help staff put toys away, helping to give them a sense of responsibility for caring for the environment. Children show kindness to their peers. When children forget to get a spoon to eat cereal, their friends help them, passing them a spoon and saying 'There you go'. Staff help children to learn how to share and take turns when they play with toys.

Children are encouraged to keep trying in their learning. For example, when they try to pass a wooden puzzle to staff to complete for them, staff say, 'You can do it'. This encourages children to persevere. Outside, children show excitement to be physically active. When they access climbing equipment and wooden ramps, staff stand close to them, offering support and ensuring their safety when they climb and balance. Children have opportunities to develop a love of books. When staff read stories to children, they leave off the end of familiar sentences for children to finish, encouraging their speaking skills. Children are asked to lift flaps in books. This helps to maintain their attention and focus.

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

- The manager and staff focus the curriculum on supporting children's communication and language skills. For example, they sing and show children how to do actions to nursery rhymes. Staff use specific assessments to help identify any gaps in children's speaking skills and plan activities to help close these.
- Staff support children with their emotional well-being effectively. For example, when new children start attending, they adapt their practice to help children to feel comfortable in their surroundings. Before children start attending school, staff show them the uniform they will wear and photos of the school environment. They read stories to them about going to school.
- Children with special educational needs and/or disabilities are supported well. Staff work in partnership with parents and other professionals to help identify how best to meet children's individual needs. Staff plan specific targets for children and follow their interests to help promote their learning.
- Parents comment that they appreciate the support they receive from staff to help their children with toileting. Staff offer parents ideas and suggestions about how they can continue their children's learning at home. For example, this includes to use items they find around the house. This helps to provide a united approach to supporting children's development.
- The manager reflects on practice and makes improvements to support children's learning further. She gathers feedback from parents and this is taken account of.

Recent changes ensure that parents are aware of what their children are offered at snack time. This helps to keep parents informed about their children's day.

- Staff help children to understand the consequences of their behaviour. For example, when children try to move away from sitting at the table when they are eating snack, the manager reminds them to sit down when they eat, or else they may choke. However, sometimes staff are not always consistent in implementing rules and boundaries. One example of this is when children want to throw a soft ball, staff allow them to do this sometimes and not at other times. This can be confusing for children.
- Children have opportunities to learn skills for the future, such as to complete tasks by themselves. For example, staff ask children to serve themselves cereal and fruit at snack time and to pour their own drinks. The manager and staff have introduced a step leading to the nappy changing area. This allows children to independently access the area. It also helps to avoid staff lifting children, to promote their health.
- Children are excited to join planned activities. Staff plan experiences for children to be creative with paint. Children show good hand-to-eye coordination when they use paint brushes in paint to mix colours. However, occasionally during planned activities, staff do not adapt their interactions with children to allow them to follow their own thoughts and ideas.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff provide many opportunities for children to learn how they can keep themselves safe. For example, they talk to children about holding hands with an adult when they walk in the street. Staff help children to learn about internet safety and stranger danger. They help children to understand the importance of washing their hands before eating and after using the toilet. This helps to promote children's good health. The manager and staff provide a safe and secure environment for children to play in. They understand their responsibilities to safeguard children and know where to report any concerns they may have regarding children's safety.

What does the setting need to do to improve?

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

- help staff to give children clear and consistent messages about all rules and boundaries
- support staff to develop their interactions with children and allow children to follow their own thoughts and ideas during planned activities.

Setting details

| | |
|----------------------------------------------------|--------------------------------------|
| Unique reference number | EY493249 |
| Local authority | Derbyshire |
| Inspection number | 10289007 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 2 to 3 |
| Total number of places | 24 |
| Number of children on roll | 11 |
| Name of registered person | Sunflowers Nursery (Holmgate) C.I.C. |
| Registered person unique reference number | RP534869 |
| Telephone number | 07813 256485 |
| Date of previous inspection | 8 November 2017 |

Information about this early years setting

Sunflowers Nursery (Holmgate) C.I.C. registered in 2015 and is situated in Clay Cross, Chesterfield. The nursery employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 4 and two at level 3. The nursery opens from Tuesday to Friday, during school term time. Sessions are from 9.15am until 2.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

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, staff and the inspector completed a learning walk together of all areas of the nursery and discussed how they implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views on the nursery with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023