

# Inspection of Sunflowers Too...Day Nursery

2 Station Road, Hessle, East Riding of Yorkshire, Yorkshire HU13 0BB

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Inspection date: 11 January 2024

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Outstanding

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

### **The provision is outstanding**

Every child is valued and treated as an individual in this welcoming nursery. Staff build strong relationships with children and their families. Highly effective settling-in sessions help children to adjust gradually to attending the nursery. Staff work with parents to find out about the child and their routines. For example, staff follow the parents' routine from home for babies. As a result, children feel safe and secure and display a great sense of belonging.

Children make choices about how they will learn from an exceptionally well-resourced environment. Staff expertly build on children's learning through high-quality interactions. Children become deeply engaged in activities. For example, toddlers explore the texture of dry porridge oats. They use spoons to scoop the oats into different bowls. They stay at this activity for a long period, supported well by staff. Staff ask thought-provoking questions and encourage children to solve problems.

Children show exceptional behaviour and are courteous towards their friends and staff. Staff throughout the nursery use consistent methods to teach children about how to manage their own feelings. Staff support children to understand sharing, through prompt reminders, and how to take account of others. Staff use positive reinforcement with pre-school children. They identify a 'star of the day'. In the baby room, staff praise children and clap when they do well. Children beam with pleasure.

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

- The manager inspires the staff team, who provide a highly ambitious curriculum for the children. All staff have an extensive understanding of the curriculum. It is evident in their practice that they understand the important role they play in fostering children's learning. Staff know their key children extremely well, and there is a sharp focus on what children need to learn next. Children make the best possible progress from their individual starting points of development.
- Excellent attention is given to continually improving and developing the very best possible practice. The management team and staff are committed to reflecting on and evaluating what they do. They identify that they want more free-flow opportunities for children into the garden and have plans to expand the toddler garden. Children's views are important. For example, they have a pre-school council. Children have given their views on different foods for mealtimes.
- Staff continually strive to improve their professional knowledge and practice. The manager observes staff practice. She works with them to develop their knowledge and understanding of excellent childcare over time. Staff benefit from regular training and professional development opportunities. Staff are committed

and feel valued for the work they do. Their well-being is key, and staff retention is high.

- The skilled staff provide constant commentary during activities. They are extremely responsive and use opportunities to build children's language. Staff listen to children and enrich their experiences by introducing new vocabulary and repeating words. Each room has two focus books of the week. This builds children's familiarity with the stories over time. Staff show children the pictures and pause during reading so that children can recall what happens next. Children greatly enjoy repeating key phrases. Staff incorporate mathematical language into children's learning. For example, they sing rhymes, such as 'Five little ducks'. This helps children to count in the correct order.
- Children develop an excellent understanding of healthy lifestyles. They have access to an ongoing snack throughout the day. They make their own choices. Children are taught to wipe their own noses and to wash their hands afterwards. Children in pre-school learn about food allergies. They know that a red plate is for children who have an allergy, for example, to nuts. Staff support children very well to develop their independence skills. Pre-school children serve themselves their own lunch. They make their selection from a good variety of foods.
- There is a strong emphasis on partnership with families. Parents are very happy with the nursery. They praise the communication and the family atmosphere in the nursery. They comment that all staff know their child. They feel that the nursery is a stimulating environment and that the care of children exceeds their expectations.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	EY375010
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10301368
<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>	80
<b>Name of registered person</b>	Sunflowers Day Nurseries (East Yorkshire) Limited
<b>Registered person unique reference number</b>	RP528097
<b>Telephone number</b>	01482 627758
<b>Date of previous inspection</b>	25 January 2018

## Information about this early years setting

Sunflowers Too...Day Nursery registered in 2008. The nursery employs 17 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynne Pope

## 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, deputy manager, and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- Parents shared their views of 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.

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