

# Sunflower Day Nursery

Kendal Road, Shrewsbury, Shropshire, SY1 4ES



<b>Inspection date</b>	20 March 2017
Previous inspection date	19 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff build positive relationships with other providers, professionals and the local schools. This helps them make sure that all children, including children who have special educational needs and/or disabilities, receive the individual support they need. These good relationships also help staff to prepare children for their move to school.
- Staff share knowledge gained through training with one another at regular team meetings. They monitor children's learning when they make improvements to ensure they have a positive impact on their progress. This and the nursery's comprehensive self-evaluation processes, help to ensure outcomes for children are good.
- Staff are warm and caring towards the children. As a result, children form strong attachments to them and feel confident in their care. Children are meaningfully praised throughout the day. This and positive role modelling by staff, help children to learn to behave well and to develop empathy for others. They build firm friendships.
- Staff provide a broad range of resources, indoors and outdoors, to foster children's imaginary play. Children dress up, feed the dolls and 'make cups of tea' in their role play areas. Their imaginary play is further promoted as visiting specialists come into the nursery to engage children in role play and music and movement sessions.

### It is not yet outstanding because:

- Staff do not consistently find out what parents already know about their child's learning and development when they first start.
- There are not enough opportunities for children to gain an awareness of how they differ from, or are similar to, other people.

## What the setting needs to do to improve further

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

- strengthen partnerships with parents and support them more effectively to share what they know about their child's achievements when children first join the nursery
- increase opportunities for children to develop their awareness of similarities and differences between themselves and others.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager and the area manager. She looked at relevant documentation including evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff during the inspection.
- The inspector spoke to children and parents and took account of their views.

### Inspector

Mary Henderson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the policies and procedures in place to keep children safe. This includes who to contact should there be a concern about any child in their care. Staff check all areas and remove any hazards to children throughout the day. The management provides regular one-to-one meetings for all staff. This helps to identify their training needs, check their ongoing suitability and provides them with the time to talk about confidential issues or any concerns. The management team monitors the assessment of children's learning to ensure their ongoing progression over time. Staff share information about children's next steps in learning with parents and provide support for them to continue to guide their child's learning at home.

### Quality of teaching, learning and assessment is good

Staff provide an array of opportunities for children to explore and investigate using tools and resources. They take clear account of children's interests and learning styles to plan activities they will enjoy and benefit from. Older children explore the flow of water as they watch it pour down pipes and back into a tray. They investigate what floats and what sinks as they put their toys in the water. They also become excited, jump up and down and stamp, splashing in the puddles they create. Staff support older children's thinking and learning, using a range of questioning techniques that helps children identify and count using numbers. Younger children and babies make marks as they mix paints at the table and at the outdoor easel. Staff support younger children through the use of a running commentary. They talk with children, using mathematical language to support their learning about position, shapes and colours. These activities help all children to progress well in all aspects of their learning and development.

### Personal development, behaviour and welfare are good

Children have free-flow access between the indoor and outdoor areas in all weathers. They take manageable risks in their physical play, under the supervision of the staff. Children are provided with healthy, well-balanced meals and snacks. They explore topics on oral health and talk about what is good or not so good for them to eat. This helps children to develop their growing awareness about the importance of a healthy lifestyle.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities and those receiving funded education, are supported well to make their own choices throughout the day. They are growing in their independence as they develop their, 'can do' attitude to learning. Children thoroughly enjoy listening to stories and looking at books. They make good use of comfortable indoor and outdoor areas and enjoy sitting in their tents, listening to the rain falling. All children are progressing well and developing the skills they need for their future learning, including their move to school.

## Setting details

<b>Unique reference number</b>	EY293958
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	1064637
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	54
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	Hazles Farm Child Care Limited
<b>Registered person unique reference number</b>	RP911217
<b>Date of previous inspection</b>	19 August 2013
<b>Telephone number</b>	01743 457250

Sunflower Day Nursery was registered in 2005. The nursery employs 18 members of childcare staff. Of these, three hold appropriate early years qualifications at level 5 and 13 members of staff hold early years qualifications from level 2 to level 4. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

