

Inspection of Sunflowers Pre School

Thorley Hill Primary School, Park Lane, BISHOP'S STORTFORD, Hertfordshire CM23 3NH

Inspection date: 10 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children feel confident and secure from when they first start at the pre-school. They tackle activities with great ambition and vivid imagination. For instance, children are confident to draw bold and colourful pictures on the interactive whiteboard. They discuss what they have drawn in detail and are delighted to take their pictures home.

Staff give children ample time to work out solutions to problems and they persevere to succeed. Children become increasingly independent. Staff offer specific praise to children when they try hard and when they achieve their goals. This supports children to learn the value of having a go and reinforces positive behaviour well.

Children are inquisitive learners and thoroughly enjoy investigating insects and bugs in the garden. They are captivated by a ladybird that flies down to them. Staff take this opportunity to reinforce children's knowledge of colours. Staff help children to learn about a snail's slippery body and identify its hard shell as they observe it closely through a see-through container. Children continue learning about insects inside through storybooks and rhymes.

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

- Staff provide children and parents with a comprehensive settling-in programme. Managers gather rich information before children start that allows them to be sensitive to each child's individual needs and circumstances. Children feel comforted at lunchtime as they bring their soft toys with them on their first few days. Staff kindly draw children into conversations as they get to know them better.
- Staff complete careful observations of children and ensure that any gaps in their learning are swiftly closed through planning a wide range of targeted activities and play.
- Children have firm friendships with each other and immediately include children who are new to the pre-school into their groups. They chat animatedly together, sharing and taking turns. They thoroughly enjoy each other's company and that of the staff. They are thoughtful and caring towards one another. At the end of the day, children say that the best thing about the day was making new friends.
- Partnerships with parents are excellent. Parents compliment staff on their responsive approach to teaching. For example, staff encourage children to make and fly kites on a windy day, and perform experiments with ice on a frosty morning. Parents share experiences children have at home and staff quickly incorporate these into the following day's learning. This makes parents feel supported and very much part of their children's learning journey.

- The manager is committed to continuously improving practice. She seeks regular feedback from parents, staff and children. She ensures that staff receive ongoing training that is relevant to the needs of the particular children that attend. Staff feel supported and motivated and are a dedicated team.
- Children with special educational needs and/or disabilities are well supported. Staff work very closely with parents and outside agencies to address their unique challenges.
- Staff provide children with resources and activities that match children's interests. This stimulates children's learning and they are focused and engaged in activities and play. Occasionally, staff miss the opportunity to adapt activities to enhance the learning of more-able children and help them to make the best possible progress.
- Children are given a wide range of opportunities to build on their physical development. They have access to the outside garden and nearby field that has a challenging wooden climbing area. Children are given examples throughout the session and join in lots of conversations about what constitutes a healthy diet and lifestyle.
- Children make good progress from their starting points. They communicate well and are confident to express their opinions. They are well versed in the routines of the classroom as they follow some of the structures that they will find when they advance to school.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in their knowledge and understanding of their role in identifying and addressing any concerns relating to safeguarding or wider child protection issues. They attend ongoing training to keep up to date. Staff have cue cards that they can refer to quickly if they are alerted to any concerns.

What does the setting need to do to improve?

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

- seek ways to adapt activities to enhance the learning of more-able children to enable them to make even further progress.

Setting details

Unique reference number	EY546049
Local authority	Hertfordshire
Inspection number	10102507
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	3 to 4
Total number of places	30
Number of children on roll	10
Name of registered person	Cowler, Louisa Emily Alice
Registered person unique reference number	RP546048
Telephone number	07752 562206
Date of previous inspection	Not applicable

Information about this early years setting

Sunflowers Pre School registered in 2017. The pre-school provider employs four members of staff. Of these, two hold appropriate early years qualifications at level 3 and two at level 2. The pre-school opens Monday to Friday during term time. Sessions are from 11.50am until 3pm. The pre-school staff provide funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Angela Doherty

Inspection activities

- The inspector had a walk with the manager through all areas of the pre-school and discussed how the curriculum is organised.
- A joint observation was carried out by the inspector and the pre-school manager.
- The inspector spoke to parents during the inspection and took into account their views.
- A meeting was held between the inspector and the manager.
- The inspector looked at a sample of the relevant documents. She checked evidence of staff's qualifications and their suitability to work with children.

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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