

# Inspection of Sunflowers Pebworth

Pebworth First School, Back Lane, Stratford Upon Avon CV37 8XA

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Inspection date: 16 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children flourish in this stimulating and exciting environment. They eagerly greet staff and their friends each day and enjoy sharing their own adventures with them. Older children self-register their attendance at nursery as they start to prepare for the move on to school. Children become involved at group circle time, singing songs, sharing their ideas about the weather and identifying which day of the week it is. They thoroughly enjoy singing along to their favourite songs and join in with familiar text as they listen to stories.

Older children love learning about dinosaurs. They spend time outside with magnifying glasses looking for footprints and confidently identify the names of a wide variety of creatures. Younger children excitedly feel the surface of a pretend dinosaur egg, covering it with water. Staff explain that they can check the egg every day and wait for it to hatch. Children check the egg on the way into the garden to see if anything has happened.

Children learn about how things grow and that the primroses they have planted need water and gentle care to help them grow. Children thrive outdoors. Having put on their playsuits and wellington boots, they splash in puddles and pretend to drill for rocks, using hollow tubes that they twist backwards and forwards into the soil until they find something hard.

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

- Managers and staff have worked really hard since the last inspection to build their knowledge and skills. They review practices and look at ways to enhance these and the service they provide. Staff work well as a team to plan activities that enhance children's knowledge and skills and support them as they build future skills for school and beyond.
- Managers and staff use their knowledge of children's skills and abilities to plan a wide range of stimulating and challenging activities, indoors and outdoors. They ask open-ended questions to encourage children's thought processes and to build on what children already know and can do. However, there are times when staff use the personal words that a child may use rather than the correct word, for example 'quack, quack' instead of the word 'duck'.
- Younger children enjoy exploring different textures. They carefully feel the shell of a pretend dinosaur egg to find out if it feels rough or smooth and talk about the colour of it. Staff explain that by covering the egg in water, the shell will start to crumble to reveal a dinosaur. They encourage children to think about what kind of dinosaur it might be and if it will be big or small.
- As the older children continue their investigation into dinosaurs, they talk about fossils that they create using dough and about the skeleton of a dinosaur. They

relate this to their own bones and skeletons, exploring x-rays of teeth and hands to gain an understanding of what their bones look like inside their bodies.

- Children develop good dexterity. They use small tools to dig and they build large cars and shapes as they join tubes together with connecting corner pieces. They make marks and use different brushes to clear rice in trays, to unearth pictures of dinosaurs. Children create observational drawings of things around them, such as daffodils.
- Staff encourage children to be physically active and build their awareness of being healthy. Children enjoy following exercises to music and wiggling and jiggling their bodies in different ways. They understand the importance of cleaning their teeth after lunchtime. Children benefit from plenty of fresh air and enjoy moving in different ways and over different equipment as they hunt for dinosaurs and when riding wheeled toys.
- Children learn independence from an early age. They make choices regarding their play. Staff support children as they begin toilet training, until they are able to access the bathroom as they need to. Children become confident in dressing themselves for outdoor play, including putting on and taking off their playsuits for when it is wet outside.
- Children behave well. Staff encourage children to take turns and share the resources. They teach children to show respect and to be kind and thoughtful to each other, and they remind them of the 'golden rules' in the nursery. Children use their manners well and receive lots of praise and encouragement throughout the day.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a secure knowledge of the various signs that may indicate a child is at risk from harm and neglect. They fully understand the procedures to follow to safeguard children and if they have a concern about a member of staff's practice. Robust recruitment procedures ensure that staff are suitable to work with children. Ongoing monitoring of practice leads to clear identification of professional development opportunities to develop staff's knowledge and skills continually. Staff risk assess all areas used by children each day and take steps to identify and minimise potential hazards. Children learn about their own safety. They learn to use small tools safely and regularly practise the fire evacuation drill.

## **What does the setting need to do to improve?**

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

- strengthen practice for supporting children with the correct pronunciation of words as they develop their language skills.

## Setting details

<b>Unique reference number</b>	EY476459
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10260315
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Sun Flowers Pre-School Limited
<b>Registered person unique reference number</b>	RP535231
<b>Telephone number</b>	07738707781
<b>Date of previous inspection</b>	20 September 2022

## Information about this early years setting

Sunflowers Pebworth registered in 2014. The nursery employs nine members of childcare staff. Of these, six members of staff hold an appropriate childcare qualification at levels 2 and 3. The manager holds qualified teacher status. The nursery opens from 8am until 5.30pm on Monday to Thursday and from 8am until 4.30pm on Friday, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Tracey Boland

## 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 nursery.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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