

Inspection of Sunflower Nursery

1-3 Bedford Road, South Woodford, LONDON E18 2AQ

Inspection date:

26 September 2024

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

The provision is good

Staff at the nursery have warm and caring relationships with children. They understand their responsibility in nurturing children and are passionate about developing their own skills to help children learn better. Staff establish good relationships with parents. They continuously exchange details about children's learning at the nursery and experiences from home. This helps staff to know children very well.

The well-thought-out learning environment gives children access to a range of quality toys and activities. Staff use their knowledge of children to organise interesting play areas to promote their specific interests. For example, children use hand puppets and confidently play out their theatre show to adults. They use bricks to build trains and take them to imaginary places such as 'Pineapple Station'. Staff are vigilant. They deploy themselves well and are alert to children's play. They spontaneously adapt to support children's fascinations. For example, role play in the 'florist's' quickly evolves into an activity in measuring each other with measuring tapes.

Staff are positive role models. They teach children about each other's uniqueness, similarities and differences. They support children to learn and play together in a calm and friendly way. Children understand the importance of being kind and caring. They are happy at this nursery and have lots of fun. Over time, they become confident learners, which helps them to develop the necessary skills for further learning.

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

- Leaders have effective systems for the supervision and support of staff. Their open-door policy enables staff to access support whenever it is needed. Staff consistently report on the high level of support they receive for well-being issues. Leaders focus on improving practitioners' knowledge in all areas of the curriculum. Over time, staff improve their practice and subject knowledge, including those who are newly qualified.
- Adults help children to foster a deep love for books and reading. They ensure children get to handle books from a very young age. Staff routinely share stories with them in exciting and captivating ways. They help children to recap and embed their learning through real experiences. For example, children dress up in the Red Riding Hood character costumes and enact the story in the local forest.
- Children with special educational needs and disabilities are supported effectively. Staff access appropriate training in the specific subject matter and work in partnership with the local authority to support individual children.
- The daily routines and care practices at the nursery help children to develop high

levels of confidence and independence. For example, children fetch tissues to wipe their nose and then dispose of them in the bin. They show pride in being chosen as helpers as they respectfully follow instructions and assist adults to prepare the tables.

- Staff sit with the children while they are eating to encourage good table manners and eating habits. This provides a good social experience for children. They demonstrate their self-help skills as they skilfully serve their own food and eat with proper cutlery.
- Throughout the day, children make choices in their learning from the range of toys and activities available to them. They benefit from a well-resourced garden where they scoop mud in their toy vehicles and have fun splashing in puddles. Children show their excitement as they discover bugs and worms in the soil. Staff enthusiastically offer them magnifying glasses to enhance their learning.
- Overall, staff provide many opportunities through the day for children to communicate and strengthen their language skills. However, at times, children are not encouraged to engage in meaningful conversations about the activities they are involved in.
- Partnership with parents is very strong. Staff use the individual expertise of parents' professional roles to extend children's learning and broaden their experiences. For example, parents bring in their real stethoscope and hairdressing equipment for children to role play with.
- Staff value the cultural heritage of their families. They create books with children about their home life and encourage parents to transcribe in their home languages. This helps children to deepen their understanding and appreciation of diversity.
- Parents say good things about the nursery. They feel welcomed and listened to. They see their children developing new skills during their time at nursery, in preparation for their transition to school.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- help children to deepen their learning through consistent opportunities to engage in meaningful conversations during routines and activities.

Setting details

Unique reference number	EY482499
Local authority	Redbridge
Inspection number	10351836
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	0 to 4
Total number of places	23
Number of children on roll	30
Name of registered person	Juneja, Fatima
Registered person unique reference number	RP905629
Telephone number	020 8989 1966
Date of previous inspection	22 October 2018

Information about this early years setting

Sunflower Nursery registered in 2014. It is situated in South Woodford, in the London Borough of Redbridge. It is open Monday to Friday, from 8am to 6pm, all year round. The nursery receives funding to provide free early education for children aged two, three and four years. There are 10 members of staff, most of whom hold appropriate early years qualifications from level 2 to level 3. One member of staff holds early years teacher status.

Information about this inspection

Inspector

Khadeeja Mehtar

Inspection activities

- The managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- 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.
- Children spoke about their play with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- 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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