

Inspection of Braeside @ Sunflowers Paignton

1 Braeside Road, Paignton TQ4 6BX

Inspection date: 6 June 2023

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are very happy and settled. They feel safe and secure at this nursery. Staff meet the needs of all children. Babies enjoy comfort and cuddles from kind staff and toddlers respond positively to praise and have high self-esteem. Pre-school children play cooperatively with each other. They take turns while they play games. All children have strong attachments with staff who know them well.

There is an effective communication and language curriculum in place. Staff build on what children know and can do. They identify children's starting points and plan appropriate next steps of development. Staff encourage babies to babble and formulate single words. They repeat words back to toddlers slowly to develop their pronunciation. Pre-school children are confident communicators. They learn hand signs to say 'good morning' and use these to say 'hello' to each other.

Partnership with parents is strong. Children separate easily from their parents when they arrive and parents feel that their children have made good progress since attending. They comment that their children have become more confident communicators. Parents find the advice from staff on food and toileting helpful to use at home and they keep up to date on their children's next steps of development via an online digital application.

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

- Staff strengthen children's development effectively. Babies love to look at storybooks. Staff read to them, and they listen intently. Toddlers expand their vocabulary. They sing songs and engage in back-and-forth conversations with staff as they play. Pre-school children talk about how they are feeling and learn about their emotions. Pre-school children communicate these clearly to staff and their friends. They behave well and are kind to one another.
- Staff support children with special educational needs and/or disabilities (SEND) very effectively. For example, they use visual cues and objects to enable children to understand what is coming next within their daily routines. Staff work closely with parents and external professionals. They help children work towards their next steps of development. All children with SEND make progress.
- Pre-school children develop their knowledge of mathematical concepts. They place coloured cubes onto shapes drawn on paper. Pre-school children persevere to make them fit inside the shapes. They enjoy the challenge and feel proud when they succeed. Pre-school children use positional language such as 'on top of' and 'underneath' while they do this. They count how many cubes they have and recognise some shapes, such as a square or a rectangle.
- Staff enrich children's imagination. Babies play alongside staff with pretend teacups and a teapot. They pretend to pour each other tea and say 'more'. Staff

talk about the solar system with toddlers and imagine, 'What it is like in space?' Pre-school children play in a pretend hairdressing salon. They place a towel over the lap of a friend and tell them, 'We will wash your hair with shampoo and conditioner'.

- Staff help pre-school children broaden their knowledge of letters and sounds. Pre-school children listen to the initial sound of a word. They suggest other words that sound the same. For example, they say that 'tomato' and 'ta-ra' start with the same letter sound. However, some of these children do not engage as the session is too long and is not organised effectively. During these times, pre-school children are not always able to further their learning.
- Toddlers learn independence skills. They find their photo and self-register on arrival. Toddlers hang their coats up on their pegs. Pre-school children access the environment confidently. They take their shoes off after visiting the garden and stack them on a shelf. However, staff do not always strengthen pre-school children's independence skills further, such as by encouraging them to lay the table for lunch or hand out cutlery.
- Leaders ensure that staff receive regular training to enhance their professional development. They support staff well-being. Leaders carry out regular supervision meetings with them. They promote ongoing improvement through whole team staff meetings to share good practice.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made many improvements since the last inspection. Risk assessments are effective. Staff teach pre-school children how to keep themselves safe. They remind them how to handle scissors and how to climb stairs safely. Pre-school children learn about road safety. They play 'stop and go' games in the garden and know to listen and look left and right. Systems are in place to share safeguarding information appropriately with key persons. Leaders deploy staff effectively. Staff supervise children at all times to ensure their welfare. Staff know the signs and symptoms of possible abuse or neglect. They know how to escalate safeguarding concerns and which outside agencies to contact.

What does the setting need to do to improve?

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

- organise group activities more effectively, particularly for pre-school children, to keep them fully engaged in learning
- strengthen opportunities for pre-school children to further develop their independence skills within their daily routines.

Setting details

Unique reference number	EY551320
Local authority	Torbay
Inspection number	10279398
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	69
Number of children on roll	94
Name of registered person	Sunflowers Day Nursery LLP
Registered person unique reference number	RP526251
Telephone number	01803 557012
Date of previous inspection	18 January 2023

Information about this early years setting

Braeside at Sunflowers Paignton registered in 2017 and is located in Paignton. The nursery opens Monday to Friday, from 7.30am to 5.30pm, all year round. The nursery receives free early education funding for children aged two, three and four years old. The nursery employs 16 members of staff. Of these, one member of staff holds a level 6 qualification, 11 hold a level 3 qualification, three hold a level 2 qualification and one is unqualified.

Information about this inspection

Inspectors

Jemma Honey
Rebecca Hayday

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The manager joined an inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspectors during the inspection.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspectors about how they support children with SEND.
- An inspector carried out a joint observation of a group activity with the manager.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors 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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