



Sunflowers Day Nursery

Inspection report for early years provision

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| Unique Reference Number | 400469 |
| Inspection date | 28 February 2006 |
| Inspector | Jane Elizabeth O'Callaghan |
| Setting Address | Low Wath Road, Pateley Bridge, Harrogate, North Yorkshire, HG3 5HL |
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| Registered person | Warnes Nuseries Ltd |
| Type of inspection | Integrated |
| Type of care | Full day care, Out of School care |

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Sunflowers Day Nursery is privately run by Warnes Nurseries Ltd. It opened in March 2001 and operates from three rooms in a purpose built unit adjacent to the local senior school. The provision is situated close to the centre of a rural village, in the borough of Harrogate. The nursery serves the wider community and local schools.

A maximum of 38 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 until 18:00 for 51 weeks of the year. There are two

secure outdoor play areas for the children to access.

There are currently 50 children aged from 3 months to 9 years on roll. This includes a holiday and after school provision. There are 16 children who receive funding for nursery education. The nursery serves the wider community and local schools.

The nursery employs 13 staff. All of the staff, including the manager hold appropriate early years qualifications. Some staff are working towards further childcare qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop a good approach to their health through the staff's positive practices and procedures. This meets the children's needs effectively through personal hygiene, physical activities and promotion of healthy foods. For example, the children wash their hands regularly and also brush their teeth after meals. Children are becoming increasingly independent in their personal care and physical skills.

All staff have attended relevant first aid courses. All accident and most medication sheets are completed correctly and kept in the rooms. Some staff have completed a health and safety course, ensuring that children are in a good environment.

Children test and develop physical skills and control of movement through the access to a good range of experiences and activities both inside and outside. Staff have a good knowledge of children's development to enable the youngest children to be eager to try out new skills and seek support when needed. For example, balancing on a beam, planting of seeds and riding of bicycles and cars. The funded children are also taken to a swimming pool weekly, where they are taught how to swim.

Children enjoy fresh fruit and other healthy options at meal times. The kitchen area, which is used specifically for preparation of the children's snacks, is clean and some staff have attended a food hygiene course recently. The sleeping and feeding routines for the younger children are monitored and recorded appropriately and discussed with parents. For example, children can sleep in cots, on sleep mattresses and on a settee, depending on the child's individual needs.

The staff that care for the under 3 years have all attended Birth to three training and include this in detailed planning. They cascade the training to all staff and also complete profiles for each child in detail.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff ensure risks of accidental injury are lessened, through the detailed and effective safety policy and procedures in place. However, one area needs to be addressed, to

ensure the safety of children. The security of the building is very good and staff are able to see all persons entering. For example, the provision has a security code known to only staff and parents. All other visitors have to ring the door bell and show identity and then sign in the visitors book.

Children are partly involved in organising their environment, for example, children are responsible to tidy up and help to prepare the areas for meal times. Children use good quality resources and equipment, which are appropriate to their developmental needs and organised for children to access independently. The children learn about dangers around them and how to protect themselves. For example, walking quietly, lining up to go to the toilet and the importance of fire drills.

Children are well protected by staff who have a sound understanding of child protection, through detailed policies and procedures. The staff are fully aware of the importance of updating training in child protection and are in the process of attending courses. This promotes the importance of children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and enjoy coming to the nursery. The staff are keen and interested in the children. They are extending their knowledge and skills for the children under three years and developing their programme of activities. The younger children are developing a sense of self and belonging. Staff in the nursery have a sound understanding of the Foundation Stage curriculum to provide the children with good learning opportunities, through the training that they have attended.

Staff provide continuity of care for the children under three years, which ensures their routines and needs are well met overall. For example staff have attended Birth to three Matters, and put this into place through the very good planning and intense activities provided. Good relationships are established that enhance children's independence and promote their development of wellbeing appropriately. This is achieved by all the children accessing a wide selection of age appropriate toys, equipment and activities available.

Nursery Education

The quality of the teaching and learning is good. The children are keen to learn and participate in the range of activities offered, which are suitably organised and accessible to the children. Staff use an appropriate range of teaching methods with the children to support their learning across the curriculum. Children work well together, follow routines safely and accept responsibility for their actions. The children have good levels of concentration and imagination, and on occasions, offer and extend their ideas through their play. For example, baking biscuits and talking through the method of cooking. There are lots of displays of the children's work, which shows a variety of resources used, such as painting and shapes patterns.

Children communicate well both with each other and staff. For example, staff encourage the children to share their experiences in what they know and sometimes

encourage questioning if a child is uncertain. This supports their thinking skills to develop their independence. Children have opportunities to mark make and recognise letters in their names. Children are developing their confidence and use of numbers, and counting to ten and beyond for the older children, in their daily activities. For example, 'how many children are in the line?' through number games. They use the computer daily and this provides games to enhance their mathematical and fine motor skills.

Children are independent in all aspects of their play and personal care. For example, children serve themselves at mealtimes, get themselves into their swimming costumes and put coats and shoes on for outside play. Children are very confident in their play and everyday activities, through accessing toys and equipment independently.

Children are able to explore and investigate their surroundings in the nursery garden, on visits and through topics. For example, growing and planting their own seeds and visits from outside agencies, such as the local postman, butcher, greengrocer and police. Physical skills are well balanced and the children are confident in their use of both large and small equipment. Creative experiences and resources assist the children to make sense of the world around them.

Assessment of the children's learning and progress is managed by the child's key worker. Evaluation of activities and ongoing plans do not always show challenges or additional support for children, which impacts on how future planning for individual children is effective.

Helping children make a positive contribution

The provision is good.

Children are welcomed and valued and staff are responsive to their individual needs. Children's behaviour is good and staff promote positive role models for the children in taking turns and to share. The children are learning to take responsibility for their actions within realistic boundaries for them to follow. Their understanding of right and wrong is increased as they respond to gentle reminders to respect and care for resources and their environment.

The children have access to resources that promote diversity and they are beginning to learn about the world around them. Children with special needs are very well supported and effective arrangements are in place. Some visitors come into the nursery and children have occasional outings to extend their experiences. Children's spiritual, moral, social and cultural development is fostered well.

Partnership with parents is good. Children benefit from the parent's positive relationships developed with staff. They are encouraged to be involved at the start of their child's time at nursery. Appropriate information is given to parents through a detailed prospectus, open days and regular newsletters, which include the topics children are to do in the nursery and how parents can support their child. Opportunities are offered to them to attend nursery to discuss their child's progress.

Organisation

The organisation is good.

The premises are well presented and offer suitable space for all the children both inside and outside. This supports the children's overall learning and play opportunities. There are suitable detailed policies and procedures that promote and contribute to children's welfare and safety. There are effective procedures in place for the recruitment and induction of staff. Appraisals are carried out efficiently and regularly, which provide clear training plans for all staff to develop their skills. For example, Birth to three framework and child protection.

A key worker system is established for all children and staff are consistent, which provides both the children and parents with continuity of care and contact.

The leadership and management of the nursery education is good. Staff have attended foundation stage training and are involved in planning for the curriculum to help children develop. Staff caring for the under 3 years have attended Birth to three training and follow good procedures and evaluation for the planning of activities for the children. There are formal evaluations of staff performance and appraisals are used to monitor staff development. Assessment records are updated by key workers, who monitor children's achievement and development.

Overall, children's needs are met.

Improvements since the last inspection

At the last inspection, the nursery was asked to ensure that all areas used by children are maintained at an adequate temperature. All areas of the nursery are now at an adequate temperature, ensuring children are kept in a warm and comfortable environment.

The nursery was also asked to ensure that good hygiene practices are promoted in all aspects of the daily care routines. The nursery practises good hygiene through encouraging children to wash hands before meals, after going to the toilet, playing outside and with messy activities, and cleaning their teeth after meals. This ensures children's good health and develops their awareness of good hygiene practices.

The nursery was also asked to ensure that the procedures relating to the administration of non-prescribed medicines are implemented correctly. All procedures for administering of non-prescribed medicines are implemented correctly now, through a written procedure and policy for staff and parents, and some of these are signed by parents. This ensures children are kept free from harm.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they

can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all medication sheets are signed by parents
- ensure all areas are free from dangers for children

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop children's profiles to include the next stepping stone
- develop an area where books can be accessed by children in a relaxed atmosphere
- ensure all staff are deployed effectively.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk