



Sunflower Pre-School

Inspection report for early years provision

Unique Reference Number	EY307484
Inspection date	26 April 2006
Inspector	Dorcas Elizabeth Forgan
Setting Address	Germander Park County First School, 1 Germander Place, Conniburrow, Milton Keynes, Buckinghamshire, MK14 7DU
Telephone number	01908 674620
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Registered person	Sunflower Pre-School
Type of inspection	Integrated
Type of care	Full day care, Sessional 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?

Sunflower Pre-School has been operating since 1977 in various premises and re-registered in their current premises in 2005. The group is managed by a committee of volunteers and it runs in a self-contained unit in Germander Park County School. They have use of two rooms, a kitchenette and toilets and they use the school hall at appointed times. The pre-school serves the local area. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open 5

days a week during term times from 09.00 until 11.30 and from 12.15 until 14.45; older children are able to stay to both sessions and have lunch in the group. All children share access to a secure enclosed outdoor play area.

There are currently 60 children aged from 2 years to under 5 years on roll. Of these 50 children receive funding for nursery education. The pre-school currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The pre-school employs 7 staff, 4 of whom, including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a welcoming, light, bright environment. A member of staff is responsible for health and safety and she helps to ensure that staff follow current environmental health and hygiene guidance so that children remain healthy. Children are becoming increasingly independent in their personal care. They are learning the importance of good personal hygiene through following routines and appropriate support and guidance.

Children benefit from a healthy diet. They have snacks part way through the session, which frequently consists of fruit and milk or water to drink; children eat these whilst sitting on the mats all together. Some children stay to lunch, which their parents provide. Staff work closely with parents to ensure that children's individual dietary needs are met.

Children enjoy a varied range of activities, which promote a healthy life style. They have daily use of the outside area where they ride bikes, scooters and tricycles some of which they manoeuvre by hand; they also carry out activities like drawing on the blackboard. The children develop their physical skills through regular Physical Education sessions in the school hall; these include balancing on a beam and playing games with the parachute. Children are becoming healthy and developing their physical skills very well.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Good procedures ensure children's safety in well-organised secure premises. Risks of accidental injury are minimised as the staff regularly use risk assessments to reduce hazards. There are effective safety and security procedures in place, for example, doors have high handles so that children cannot open them.

Children use suitable and safe equipment, of which there is a very wide range, they

help to keep smaller items such as the Lego clean. Children move around safely. They are able to choose which activity they would like to take part in from all those presented to them. Staff are developing the opportunities for children to choose resources that they can access independently. Children do not use the book corner very frequently and it is not inviting. Children are learning to consider their own safety and to be aware of others; staff remind the children to ride the bikes with care and not to bump into others. Children find it very difficult to be careful of others at snack time when they have to walk between other children who are also sitting on the mat whilst carrying their snack and drink.

Children are well protected by staff that are confident and secure in their knowledge of the child protection policies and procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the group enthusiastically and with confidence, they settle quickly at activities. Most have formed good relations with the staff; some are still a little hesitant. Many children have formed friendships with other children, they play happily together and are gaining self-esteem. Children receive individual support and guidance from the staff as appropriate. Staff are beginning to use Birth to three matters for the younger children in the group. It is included in the planning and staff assess the children against the framework.

Nursery Education

The quality of teaching and learning is good. Children participate fully in the session and are motivated by an interesting range of activities and resources. Most of the team of staff have a competent understanding of the Foundation Stage and they help the children make good progress. Planning is effective it includes all areas of learning and shows how focused activities are suited to the children's individual abilities. Staff make on-going observations of the children, which also record their next steps of learning which in turn is used to inform the planning.

Themes are well resourced to ensure the children's interest and participation, for example, when they talk of life cycles, children are able to observe creatures such as tadpoles and caterpillars. They use magnifying glasses, sequencing pictures, puzzles and inflatable models are available to stimulate further discussion. Children have the opportunity to become familiar with being in a large group and also to work independently, they instigate games. They enjoy singing songs and poems. They are learning to recognise letters and the sounds that the letters make. They are beginning to recognise their own name when written, to make marks and write. There are few examples of labelling around the room and no evidence of children using books to gain information. Although photographs are used very effectively with children who have limited speech to help them understand what activities are about to happen.

Children are beginning to use mathematics confidently, the older children can count

to 10 with ease and are beginning to count to 20, they practise this daily. Some children are able to recognise numerals especially on the calendar. They enjoy making patterns and finding out about shapes, they use calculation during songs and when using the computer. Children explore a wide range of media such as jelly and shaving foam. They design and create, for example, when making frogs with long tongues from paper, card, tissue, glue and Sellotape. They also build construction models from blocks with magnets and train sets. Children enjoy a very comprehensive range of imaginary play. The children have many various interesting opportunities to learn about the world around them through practical experiences and visitors to the group.

Helping children make a positive contribution

The provision is good.

Children are cared for by staff who work with parents to meet individual children's needs, they are developing good self-esteem and a sense of worth. Staff are sensitive to the children's needs and support them very well, such as being sure that children understand what is said to them, through various strategies, including photographs. Children are learning to respect one another's views and are finding out about other cultures, beliefs and traditions through the themes. There is a satisfactory range of resources that reflect diversity. There are good procedures in place to identify and work with children with special needs. Staff work with other professionals to enhance the opportunities offered to the children. Spiritual, moral, social and cultural development is fostered well.

Children behave very well. Staff have realistic expectations of the children's development and understanding. There are clear routines that the children are familiar with such as tidy up time. Children are learning to share and take turns. They play harmoniously together especially in the role-play areas.

Children benefit from the positive and friendly partnership staff have with parents. The positive relationship reinforces children's sense of belonging and ensures confidence in the setting. The daily sharing of information and regular newsletters helps staff and parents work together to meet the individual children's needs. The parent's notice board is not placed where all parents can see it easily. Staff provide parents with information about planned activities and share observation and development records with them at consultation evenings.

Organisation

The organisation is good.

Children benefit from their care being well organised. The rooms are used well to ensure children can choose from a good range of planned activities. The new committee of volunteer's manage the current staff and enforce effective vetting and employment procedures for all new staff. The committee and staff are reviewing the policies and procedures to ensure that they include all necessary information, to support the staff providing for the children's welfare, care and education. All staff are

committed to improvement.

Leadership and management is good.

The manager and deputy work very well together to ensure the smooth running of the group. The dedicated staff work effectively as a team. They are all very positive about their move into the new setting enjoying the close links with the school. The staff are deployed effectively ensuring the children receive good support, particularly when they work in smaller groups. Staff have annual appraisals at which training needs are identified and planned. Staff evaluate the activities and whether learning opportunities are being achieved. The curriculum is delivered successfully for all children through interesting and stimulating activities. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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.

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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):

- provide a comfortable area where children can relax and look at books
- review the snack time to ensure that all children are comfortable and safe

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):

- extend the use of reference books and other forms sources of information.

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