



Little Sunflowers Day Nursery

Inspection report for early years provision

Unique Reference Number	137239
Inspection date	27 September 2006
Inspector	Elizabeth Anne Coffey
Setting Address	Shirley Crescent, Beckenham, Kent, BR3 4AZ
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Registered person	Jacqueline Clark
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?

Little Sunflowers Day Nursery was registered under the current provider in 2000.

It operates from a purpose built premises in the grounds of Marian Vian School in Beckenham, in the London borough of Bromley. It is a private nursery, run independently of the school.

The nursery building consists of a main play area for children over two years and a baby area for children under two years. A small after school club runs adjacent to the over twos' play area and shares facilities. There is a kitchen, an office, a staff room and toilets which service the whole nursery. There is direct access to an outdoor play area.

There are a total of eleven nursery staff. Six staff hold a level three qualification. Four staff hold a level two qualification. One member of staff is unqualified. A cook is also employed to prepare and serve the lunchtime meal.

The nursery is open 08:00 to 18:00, Monday to Friday, throughout the year.

The nursery and after school club are registered to care for a total of 42 children under eight years. There are currently 57 children on roll who attend a variety of full time and part time sessions. Of these, five are cared for in the after school club, 43 are cared for in the two-five year olds' room and nine are cared for in the under twos' room. The setting supports children with learning difficulties and disabilities and with English as an additional language.

The nursery receives support from Bromley Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean, well ventilated environment. They learn about the importance of every day hygiene procedures. Children wash their hands thoroughly, usually remembering to use soap and if not, are reminded to by staff. There are procedures in place to ensure children are not at risk from cross contamination, for example, resources are cleaned regularly and waste materials are appropriately disposed of. Staff wear gloves when changing nappies but do not wear aprons. There are no written nappy changing procedures in place. This compromises children's health.

Babies and young children have a separate sleep room in the under twos' area. Here they can sleep in cots with freshly laundered bed linen for each child. Sleeping children are consistently monitored by the staff and a record of their sleep times is recorded and shared with parents.

Most staff are qualified in first aid, which means children are treated effectively in the event of an accident or minor injury. For example, when falling over in the playroom, staff respond quickly to ensure children receive acceptable care and comfort. Accident records are maintained in line with regulations. Children are not at risk from cross infection, because staff and parents are aware of the sickness policy and children are not permitted to attend if unwell.

Children benefit from the healthy diet provided. The menu is balanced and nutritious. Food is freshly prepared and takes into consideration any individual dietary requirements. Fruit and vegetables are provided daily. This ensures children remain healthy. Drinks are provided on a regular basis, older children confidentially ask staff for water if they are thirsty. This means they do not become dehydrated and are beginning to think about personal needs. A milk kitchen is attached to the under twos' room and here bottles and drinks are hygienically prepared and stored. Babies and young children comfortably sit on low chairs or on adults' laps as they enjoy their feeds.

All children enjoy daily opportunities to be in the fresh air and the routine includes planned time for different age groups to play outside. They participate enthusiastically, for example,

riding on small bikes and cars. They are confident using climbing and balancing equipment and love joining in activities such as parachute games.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from playing in a spacious, well organised environment. In the over twos' room, which is also used by the after school club, children are able to move around freely and independently to access all areas. Posters, photographs and displays of children's work help contribute to children's sense of belonging. There is a very good range of toys and resources. These are in good condition and stored so children can easily self-select. In the under twos' room furniture and equipment is laid out to encourage children's early mobility skills. They gain confidence in pulling themselves up into standing position and taking their tentative first steps using the low tables and chairs for support, with careful guidance and encouragement from the staff.

Good security arrangements mean that children can play safely. Access to the building is monitored by the staff team and a system to record visitors to the setting is in place.

Children are learning to keep themselves safe, for example, staff remind them not to lift the brooms high in the air, in case they hit another child. Staff initiate discussions with children about safety, for example asking them what they need to do when getting into a car to keep themselves safe, to which the children eagerly reply "put on our seat belts". There are suitable fire safety precautions in place and children are familiar with the emergency plan. This means they are able to evacuate the building safely and quickly.

There is a child protection policy in place, which is available to parents and includes a statement of what to do if an allegation is made against a member of staff. Staff are aware of their responsibilities in recording and reporting any concerns. This promotes the safety and welfare of children.

Helping children achieve well and enjoy what they do

The provision is good.

Children of all ages flourish and are extremely confident within the nursery. They benefit from close bonds with consistent members of staff who are clearly committed to their job. New children are helped to settle by staff who are sensitive towards their individual needs. This fosters their emotional well-being and helps them achieve to a high standard. Children separate from their main carer and are warmly greeted by the staff on arrival. They show genuine excitement and interest, on arriving at nursery, at seeing the other children and activities on offer.

Babies and toddlers are given very good emotional support and care. They are held, cuddled and spoken to in a warm, sensitive manner. They are gently coaxed to explore and try out new activities, for example experimenting with sand and other natural materials. Staff sit on the floor with them encouraging them to handle and play with an assortment of musical and sound

making interactive toys. They particularly enjoy crawling into the mirrored triangular apparatus, where they react with interest and excitement as they focus on their own reflection.

Throughout the nursery familiar songs and rhymes are sung by the children and staff as they "tidy up" or "prepare for mealtimes". This gives children a sense of stability and continuity as they learn to recognise the daily routine and anticipate what happens next. Staff engage children in lively conversation at every opportunity, for example, talking about their trip to the opticians or their planned swimming session. Children initiate their own make-believe play and spontaneously engage in a game of "builders" using the hard hats and imaginative range of props available. They arrange a row of chairs in a line and create a pretend bus to take them to the building site.

Children's confidence and memory skills are promoted through the use of a "recall" system at the end of the morning session. Here, one or two children are chosen to recall what they did at nursery that morning and to share this with the whole group. This helps to develop children's confidence and encourages the other children to listen and take turns.

Nursery Education

Teaching and learning is good and staff have a sound knowledge of the Foundation Stage curriculum. This means children are making good progress towards the early learning goals. The observations staff make of the children's development are comprehensive and meaningful and allow them to determine what progress is being made. The system in place for planning is good and provides valuable information about focussed activities and what area of learning is being covered. This ensures activities are relevant for children's individual needs.

Children are eager to learn and are willing to try new experiences. Children show great interest in number and their mathematical skills are developing well as they learn to count, and join in number games and activities. Staff are skilled at using day to day items to extend children's mathematical concepts, for example helping them to complete a tally chart to identify the number of cars of different colours in the car park. Children are making very good attempts at making marks. Some children can clearly write their name and all understand that print carries meaning, for example, labelling different parts of their bodies with the correct word.

There are suitable opportunities for children to experience activities related to design and technology. They confidentially use a range of tools and resources, including scissors, glue sticks and sticky tape. Children have opportunities to develop their computer skills and confidence in handling data, as there is a member of staff who is specifically allocated to work in this area each day with them.

Children show extreme interest in nature, for example, planting sunflower seeds and observing and recording the changes as they grow. They enjoy feeding and cleaning the goldfish that are kept in bowls in the playroom. They have a well-developed respect for other children and their feelings, for instance, asking if another child who is late arriving at nursery is ok.

Children show high levels of concentration and particularly enjoy taking part in the pre-school sessions. Here small groups of children work with the Foundation Stage co-ordinator on focussed

activities such as making graphs, map reading or learning parts of the skeleton. Photographs of children in this group are displayed in an album proudly posing with "Baxter Bear", who is taken home by a different child each fortnight in recognition of some achievement or good work they have undertaken. Children clearly enjoy being part of this group and enquire when the next session is and what they will be doing. They listen intently, follow clear instructions and behave with self control and discipline. This helps to prepare the children well for moving on to school.

Helping children make a positive contribution

The provision is good.

Children's awareness of diversity and the wider world is promoted. They celebrate different festivals and learn about diet, dress and customs of different cultures. There is a map of the world and an atlas where children can see where their family come from or where they went on holiday. Staff support and acknowledge that children all come from different backgrounds and use this as a learning experience, for example teaching children simple words in French. Staff encourage children to think about their own and others' feelings. For example, they remind them how important it is to be kind to each other and encourage the children to talk about emotions such as being "happy", "sad" or "excited". This is a positive approach. Children's spiritual, moral, social and cultural development is fostered.

All children are welcomed warmly into the nursery and staff work hard to ensure children who have learning difficulties or disabilities are included in all aspects of the session. Staff are extremely skilled in supporting children's individual needs, for example helping a child who needs an eye patch to become confident at applying it themselves and rewarding the child with a sticker and praise for their effort and achievement. Staff work closely with parents and outside agencies to ensure they provide suitable and consistent care.

Children behave very well. They benefit from being with staff who are excellent role models. They have high expectations and want children to be kind and care for to each other. The strategies used reinforce positive behaviour which contributes to children's positive self-esteem. For example, children are awarded stickers for effort and achievement. They are given great levels of praise and encouragement.

Partnership with parents is good. Children benefit from the sound relationships staff build up with parents. This contributes to children's positive well-being. Staff respect parents' wishes and welcome them into the nursery to settle and observe their child. Regular newsletters and notices keep parents informed of developments in the nursery and planned topics and events. There are both formal and informal systems in place to share information about children's progress and development. Parents are invited to attend a meeting twice a year to discuss their child's progress. Furthermore, staff are available on a daily basis to discuss any aspects of a child's care or development with their parents. Parents are given some information about the Foundation Stage curriculum and how activities provided at the nursery help their children progress. However, they are given little information about how they could support their child's learning at home.

Organisation

The organisation is good.

Leadership and management is good. The owner/manager is extremely clear in her vision to offer high quality in care and education. There is a strong commitment to the ongoing development of the provision. The system in place to evaluate teaching and learning is effective. Staff have good knowledge of child development. This enables them to meet individual children's needs well. There are very good levels of communication between staff and they work hard to promote an environment that is inclusive for all children. Staff have good opportunities to attend internal and external training to update their childcare knowledge including workshops on Birth to Three framework and the Foundation Stage curriculum.

Staff are deployed well and know what is expected from them when working directly with children. All staff are subject to vetting and suitability checks. However, a written recruitment procedure is not in place and some documentary evidence, for example proof of staff qualifications, is not held. This compromises the safety and welfare of the children.

Documentation required for the safe and effective management of the setting is in place. The operational plan, which includes all the policies and procedures, is detailed and ensures the smooth running of the provision. Information held is treated in a confidential manner. This contributes to the welfare of the children. Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the provider agreed to: maintain a visitors' record; ensure frequent fire drills were carried out and improve activities and resources to promote disability awareness.

A record of visitors is maintained. Fire drills are carried out at regular intervals and a record of these is kept. Children's awareness and understanding of disability is promoted through the use of books and toys that reflect people with disabilities as part of the community, and through well planned activities and discussion by the staff.

At the last Nursery Education inspection, the provider agreed to improve the use of the outdoor area to promote children's learning. The outdoor area has since been reorganised and is now in the final stages of completion. Staff plan and provide daily outdoor activities for the children including ball and parachute games and sports. Future plans include a designated outdoor sand and water play area.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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

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 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 written nappy changing procedures, which promote good hygiene practice, are displayed in nappy changing areas
- devise and implement a written recruitment procedure that ensures that the suitability and qualifications of all staff are determined.

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 opportunities for parents to be informed on ways to extend their child's learning at home.

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