



## Sunflowers Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY334284
<b>Inspection date</b>	10 January 2007
<b>Inspector</b>	Janet Butlin
<b>Setting Address</b>	Sunflower Day Nursery, 82 High Street, CREDITON, Devon, EX17 3LA
<b>Telephone number</b>	01363 777020
<b>E-mail</b>	hobieday@yahoo.com
<b>Registered person</b>	Sunflowers Day Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](http://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 was registered in 2001 and came under the present, private, ownership in 2006. It is located near the centre of Crediton and operates from its own premises in a converted chapel. There are three main play rooms with associated facilities. There is access to a small, enclosed outdoor play area. The nursery is open all year round, Monday to Friday, 08:00 until 18:00. The setting is registered to care for up to 73 children aged up to five years. There are currently 73 children enrolled, 31 of whom are in receipt of funding. The setting supports children who have English as an additional language and also children who have learning difficulties and/or disabilities. There are 19 staff who work with the children, most of whom have appropriate childcare qualifications or are working towards qualifying. The setting receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn good hygiene procedures as they wash their hands carefully before meal times. They use liquid soap and paper towels and this protects them effectively from cross infection. They are well cared for in the event of an emergency as the setting has obtained permission for the seeking of advice and treatment, and have systems in place to record accidents efficiently. Hygienic procedures are followed when children's nappies are changed, and overall the nursery is clean.

Children enjoy appetising, nutritious and tasty home-cooked food. They eat their lunches enthusiastically and benefit from the nursery's emphasis on using fresh, local ingredients and providing five portions of fruit and vegetables a day. Snacks comprise a healthy combination of fresh fruit and vegetables. Children can access drinks whenever they wish which ensures they remain well hydrated.

Children benefit from playing in the fresh air every day. They use wheeled toys in the small outside courtyard, and manoeuvre them with skill and control. They exercise and develop their large muscles using apparatus and balancing their way along obstacle courses. The nursery is developing this area of provision with increased equipment.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are kept safe within a well organised and welcoming environment. They have space to play active games as well as to rest when they are tired. They play safely in a small, yet secure, outside courtyard which has safety surfacing to further protect them from bumps. Older children access the toilets and facilities easily and safely, and this promotes their independence. The children play with a wealth of toys, games and resources which are all sound and in good condition. Equipment supports children's care and babies benefit from the presence of domestic furniture, such as armchairs, to help them develop their mobility skills.

Children are protected from hazards within the setting as risk assessments have identified and addressed any hazardous issues, for example, access to the setting is rigorously monitored. Systems for entry are known and observed and parents co-operate fully in upholding this safe routine. Children's safety in an emergency is supported by the setting's detailed and displayed emergency evacuation procedure. Staff are all familiar with this procedure, however, the nursery has not yet made the children familiar with the routine. This means they may lack confidence if they have to implement it. An accurate and prompt record is kept of the attendance of children and adults, this means it is always possible to tell who is on the premises.

Children's safety is further supported by the staff's good understanding of the child protection procedures and sensitive respect for confidentiality.

## **Helping children achieve well and enjoy what they do**

The provision is good.

All children within the nursery are happy, calm and well settled. They are cared for by enthusiastic staff who show care and concern for the children's welfare. Babies and young children enjoy their time in a sunny and comfortable setting. Babies explore stimulating and appropriate resources and progress, as they become older and more mobile, into an area where they can become more adventurous in their play. They are held and comforted according to their individual needs. Their personal care is attended to on an individual basis. A range of activities are planned each week which are linked to the Birth to three matters framework. Babies make connections in their play as they, for example, work out that pressing a button on a toy makes a tune and that pushing an item along makes an entertaining noise. Toddlers explore and investigate textures and become creative as they make ducks for a collage. They interact with staff and with each other, laughing and showing interest. As children become older they move to the downstairs unit. Children aged from two to three years play together and follow the daily routine with obvious familiarity. For example, reminding the play leader that they usually sing a song at a particular point, thereby showing that some are becoming skilful communicators. Activities are planned for this age group, linked to the Birth to three matters framework, but are not always in place. This means that activities occasionally lack focus and pace. Children listen attentively to stories and are enthusiastic dancers. They explore the toys that are set out for them and pack them away carefully.

### **Nursery Education.**

The quality of teaching and learning is good. Children are making good progress in all areas of learning and are taught by staff who have a good understanding of the Foundation Stage. Children have an eager and enthusiastic disposition to learning. They listen attentively to discover what activities they will enjoy in the forthcoming session. They watch demonstrations and listen to clear explanations from staff so that they can complete their chosen tasks well. They ask many questions, for example, asking the play leader to explain the term 'charity', this means that their vocabulary and understanding is extended in meaningful ways. They co-operate well together, taking turns with popular equipment and returning books to their proper place. Records, for most children, show that assessments are linked to the stepping stones of the Foundation Stage and that children are making good progress. However, the assessment records for new children are not always promptly linked to the Foundation Stage. Staff accurately describe the attainments of these children and the targets for their progress which indicates that they are being well supported in their learning. Plans show that a broad curriculum is offered which covers all the areas of learning. Effective recording and observation ensures that all children, including those who attend part-time, enjoy activities in all areas of learning. Highly effective teaching extends children who are more able, for example, increasing the complexity of the number line they are working on. Children reinforce their concept of number and quantity by counting out objects to link that amount to the numeral that represents it. Children add groups of objects together frequently during their free play, this further extends their learning. Staff model speech and encourage children to communicate effectively. They give good emphasis to the sounds that letters make and they model note taking, for example, at registration time. Children have guided support in writing their name but opportunities to make marks and attempt to copy their name whenever they want to, for example, during role-play, are limited. The

resources in the home-corner are not always presented in an inviting way to inspire learning. The nursery is developing its resources to promote children's awareness of wider cultural diversity. Children learn about their local community and go on walks to observe seasonal change. They access computers easily. Children develop their small muscles effectively by manipulating dough, completing puzzles and wielding paint brushes. They describe the colour and texture of the materials they use in their artwork. They also enjoy creating music using the nursery's collection of musical instruments.

### **Helping children make a positive contribution**

The provision is good.

Children are happy, confident and have good relationships with staff and with each other. They share well and concentrate at their chosen activities. They show care and concern for one another, for example, helping a playmate access the glue pot. They also develop an understanding of the needs and feelings of others, for example, by visiting and singing Christmas songs at a nearby retirement home. Children show delight when they correctly work out the answer to a puzzle and glow with pride as they show their completed artwork to adults. Children who have English as an additional language develop a positive sense of self as their home language is respected and valued. Spiritual, moral, social and cultural development is fostered. Children are exceptionally well behaved. They respond to effective strategies and appreciate the high level of personal attention that they receive from staff. This means they are always engaged and busy in worthwhile pursuits. They say please and thank you as appropriate and older children respond politely at registration time.

Children who have special needs are well cared for and supported. Staff are experienced in implementing helpful strategies to help all children to learn and develop. They are also experienced in working with local supporting agencies to plan appropriately. There are effective systems in place to deputise for the co-ordinator for this area of provision. Children's individual needs are known and respected. For example, staff show appropriate interest in children's home languages and their dietary requirements are met.

Partnership with parents is good. Children are cared for in accordance with their parents' wishes. They benefit from the way that their parents are kept informed about their daily activities and how aspects of their care have been fulfilled. Children receiving funded education benefit from their parents' opportunities to view the daily planning, have regular discussions about their progress and also to attend parents' evenings. Parents describe very positive experiences and satisfaction with the nursery. Helpful information is provided about the Foundation Stage. There are good systems in place to keep parents informed about regulatory procedures and the nursery's systems.

### **Organisation**

The organisation is good.

Children are cared for in a well organised, secure and welcoming environment. They are cared for by a consistent staff who are interested in their work and who undertake ongoing training to enhance their practice. The setting ensures that all persons working with the children are

suitable to do so. They enjoy a range of worthwhile activities that help them to develop and progress. The setting meets the needs of the range of children for whom it provides. All regulatory documentation is in place and securely stored. The setting is aware of the procedures to be followed in the event of any changes or significant events.

Leadership and management of the nursery education provision is good. Staff are supported in their professional development. Regular meetings between staff and managers, and ongoing reflection, ensures that the planned programme is working effectively. The setting have a worthy vision for the future and a development plan to improve, for example, to ease children's transition from nursery to school. They are working closely with the local school and welcome support from local authority agencies.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since the registration 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):

- practise the emergency evacuation procedure
- give increased attention to planning activities for 2 to 3 year-olds.

#### **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):

- improve the use of resources to give children increased opportunities to develop their awareness of cultural diversity and make marks for a variety of purposes, for example in role-play
- ensure the assessment files of all funded children make appropriate reference to the Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)