



## Sunflowers Nursery

Inspection report for early years provision

**Unique Reference Number** EY277082  
**Inspection date** 11 July 2005  
**Inspector** Sharon Greener

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**Registered person** Sunderland North Community Business Centre  
**Type of inspection** Integrated  
**Type of care** 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Sunflowers Nursery is one of two facilities provided by the Sunderland North Community Business Centre. It opened in 2004 and operates from three rooms in Sunderland North Community Business Centre at Winchester House. It is situated in the Town End Farm area of Sunderland. A maximum of 42 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 until 18.00 for 50 weeks of the year. All children share access to an enclosed outdoor play area.

There are currently 31 children aged from birth to 4 years on roll. Of these, two children receive funding for nursery education. Children come from a wide catchment area.

The nursery employs eight staff. Seven of the staff, including the manager hold appropriate early years qualifications. One member of staff is working towards a recognised early year's qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Staff have an appropriate knowledge of policies and procedures, the majority of which are implemented as required. They present as positive role models, for example cleaning table tops and hand washing. Staff caring for younger children adhere to a strict nappy changing procedure, using disposable aprons and gloves, cleaning nappy changing areas after each use and washing their hands. Older children learn the importance of good personal hygiene through regular daily toileting and hand washing routines. However, staff need to ensure that all jugs, children's beakers and feeding bottles belonging to the over twos are hygienically stored at all times, for example, when taken into the out door play area.

Healthy eating is promoted. For example, children enjoy snacks of bread sticks and fresh fruit. However, children are not given plates or bowls to use at snack time, and food is placed directly onto the tables. Children's individual dietary needs are acknowledged because staff work in harmony with parent's wishes. Babies follow their own individual feeding routines, and their daily intake of food and liquid is noted and shared with parents. They sleep according to their needs, and are regularly monitored by staff and a record kept. All children have the opportunity for regular out door play, and access to a varied range of play equipment. However, physical play is not planned. As a result, older and more able children are not always sufficiently challenged or encouraged to explore their physical capabilities. Young children are encouraged to be active, and those learning to crawl or walk are well supported by staff.

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

The provision is satisfactory.

The premises is secure, and children are not able to access prohibited areas. Visitors are appropriately supervised. Playrooms are well laid out, and resources stored to enable children to self select toys within the constraints of safety. Staff have a good understanding of safety procedures, such as evacuation and outings. They carry out ongoing visual risk assessments, and take suitable action to minimise or remove risks. Appropriate safety equipment is provided to help create a safe environment for the children. Staff show a good understanding of the child protection procedure.

Children are well supervised, allowing them to move freely within the playrooms.

They show an increasing understanding of the need to stay safe and respond to safety rules, such as no running indoors, when gently reminded. They understand the need to apply sun cream to protect their skin from the sun when playing in the garden during hot weather. To make the outdoor play areas safe and suitable for children, the graffiti on the play boards needs to be removed. The overgrown grass needs attention, and the area used to house the large storage container needs to be made inaccessible to children.

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

The provision is satisfactory.

Children separate readily from parents and carers and settle well into the nursery environment. They build good relationships with staff and peers. Children under two years benefit from the ample support and encouragement given by staff. This, along with the variety of activities and toys provided, enables them to explore their own capabilities. Staff are mindful of each child's needs, ensuring that their individual sleep and feeding routines are maintained. Two to three year olds receive appropriate support and praise, and have access to a suitable range of resources and activities. Children show emerging independence by making simple choices, for example, selecting toys from shelves. Confidence is growing and they communicate and express their needs using words, gestures and facial expressions.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are starting to initiate conversation and express their needs more confidently. They listen well to stories and can follow simple instructions. They are beginning to recognise some letters and letter sounds. However, opportunities for children to develop these skills and to practise mark making and early writing skills are limited. Children can match primary colours, simple shapes, and count from 1 to 10. They show a basic awareness of addition and are beginning to explore weight. For example they know when an item is heavy. Simple mathematical language such as "big", "little", "heavy" and "more" is used during play. A computer is readily accessible, which children use independently with growing confidence. They show an emerging awareness of their environment, helped through visits to places of interest, and activities such as planting seeds and looking at insects.

Staff produce written plans and evaluate some activities, which are linked directly to the stepping stones. However, plans do not reflect the range of activities provided each day. They do not consistently cover all six areas of learning, nor do they show how activities are adapted to reflect different children's abilities. Developmental tracking records are not kept sufficiently up to date. If they were, it would enable staff to use the information to help them plan the appropriate next step in children's learning. As a result, there are some missed learning opportunities in some areas. However, staff make good use of questioning to extend children's thinking, and in general children make steady progress.

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

The provision is satisfactory.

Children's self help skills are developing appropriately for their ages. For example toddlers are starting to self select toys. Older children attend to their toileting needs with the minimum of help. Children's privacy is preserved. All children benefit from the staff's calm and consistent approach to behaviour management. As a result, children are well behaved and co-operate positively with staff. Older children show regard for others; they share toys, take turns and are developing negotiation skills. Children's spiritual, moral, social and cultural development is fostered. They show a growing awareness of their local environment, fostered by outings and occasional visitors to the nursery. However, children over two years would benefit from access to additional activities, and regular opportunities to examine resources independently, to enhance their understanding of the wider world and how things live, work and grow. Staff have an adequate understanding of special needs.

Partnership with parents is good. They are well informed of the nursery policies and procedures, and have access to information about Birth to three matters, the Foundation Stage and other relevant information. They are made to feel welcome by staff, and often accompany staff and children on outings. Parents receive regular verbal feedback from staff regarding their child's time spent in nursery and the activities of the day. Parents of younger children also benefit from a nursery to home diary system. Parents are encouraged to share pertinent information with staff, to enable them to work in partnership and provide consistent care for the children.

## **Organisation**

The organisation is satisfactory.

The leadership and management is satisfactory. The manager is enthusiastic and staff morale is good. The required policies and procedures are in place, and the majority of documentation is suitably maintained. However, children's individual developmental tracking records are not up to date. Therefore, this impinges on staff's ability to use such information to effectively inform and shape future planning, and ensure sufficient challenge or support is consistently provided. Staff have access to pertinent training, and attend regular staff meetings. However, some staff have not received one to one supervision for some time. Therefore, the procedure for supporting staff is not consistently applied. Staff have a clear understanding of policies and procedures, such as child protection, evacuation, sick children and lost or uncollected children, helping to promote and safeguard children's welfare.

Overall the provision meets the needs of the children who attend. A suitable range of resources and activities are provided, to aid children's development and support their learning. However, there are some missed opportunities to further promote and enhance children's knowledge and understanding in some areas. Staff working with children receiving nursery education have sufficient knowledge of the Foundation Stage stepping stones and early learning goals.

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

Since the last inspection the formal risk assessment procedure has been reviewed, action taken is now recorded, and risk assessments are updated every six months or sooner if a risk is identified. This helps to preserve a safe environment for the children. Resources reflecting the various aspects of equal opportunity are provided for all children to aid in the promotion of positive attitudes towards diversity.

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

There are no complaints to report.

## **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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **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 that appropriate crockery is provided for use by children, and that jugs, feeding bottles and beakers are hygienically stored when not in use
- ensure that all areas of the garden accessible to the children are safe and suitable for use
- ensure that all staff are able to access individual feedback regarding their role and performance on a regular basis, to support their development and professional growth (also applies to nursery education)
- further develop opportunities to enable children to develop their knowledge and understanding of the wider world and how things work, live and grow (also applies to nursery education).

#### **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):

- ensure planned activities cover all areas of learning and are consistently evaluated, and that children's developmental records are up dated on a

regular basis, and the information used to assist the planning process, to ensure that a suitable range of activities are provided, which meet the varying ages and abilities of the children and support learning effectively (also applies to childcare)

- provide regular opportunities to enable children to develop their knowledge and understanding of letters, letter sounds and to practice early writing skills.

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