



Sunflower House Nursery

Inspection report for early years provision

Unique Reference Number	EY293958
Inspection date	18 July 2005
Inspector	Mary Anne Henderson
Setting Address	Kendal Road, Shrewsbury, Shropshire, SY1 4ES
Telephone number	01743 457250
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Registered person	Hazles Farm Childcare (4839048)
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.

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 House Nursery is run by Hazels Farm Childcare Ltd. It opened in 2005 and operates from 4 main childcare rooms in the purpose built Sure Start building in the Harlescott area of Shrewsbury, Shropshire. A maximum of 48 children may attend the nursery at any one time. Currently there are 54 children on roll from 3 months to under 5 years old, which includes 4 funded children. The children attend on either a part-time or full time basis. The nursery is open each week day from 08:00 to 18:00

all year round. All the children share access to a secure enclosed outdoor play area.

The nursery supports children with special educational needs and also supports children who speak English as an additional language.

The nursery employs 10 members of staff of whom 7, including the manager, are qualified; 2 members of staff are currently undertaking childcare qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a good range of activities that contribute to their health. They learn about the importance of hygiene as they wash their hands before eating and following outdoor play. They also learn about healthy eating through a range of planned activities and during story time. Children enjoy a range of healthy eating snacks and meals. For example, they have a varied menu of fish, meat, vegetables and fruit. Children are provided with healthy drinks of milk, water and juice throughout the day. There is a programme to identify and minimise risks to children's health, however, the programme for checking possible risks to children's health should be further reviewed to ensure all hazards are identified and minimised in all areas of the nursery including the toilets.

The children are involved in a range of indoor and outdoor activities that positively promote their physical development, for example, they run around the outdoor play areas, use the climbing frame and slide and throw balls and hoops. All children, including the babies, have daily access to the outdoor areas where they can crawl, walk, run and explore under close supervision of the staff. Children also explore indoor physical activities during bad weather as they enjoy music and movement.

Children's individual needs with regard to health and dietary requirements are kept up to date through two-way verbal and written exchange of information between the staff and the parents to ensure consistency of care.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe and protected as the main door is secure through the use of a security pin number pad. The space is well set out to meet the children's needs and includes space to be physical, eat and rest. Children access a range of resources, toys, furniture and equipment which is appropriate to their developmental needs, well maintained and conforms to safety.

Proper precautions are taken to promote safety within the nursery, for example, exits are well marked, evacuation procedures are displayed and required safety equipment is in place. Staff check areas each day to ensure children's safety and appropriate

risk assessments are carried out throughout the nursery.

Children learn about safety as they receive visitors into the nursery, for example, a road safety officer and a policeman have visited the children to talk to them about keeping themselves safe. Children also explore safety issues through planned activities and stories. The staff remind children about how to use the outdoor equipment safely as they make good use of the outdoor areas.

Children's welfare is promoted through the staff having a sound knowledge of the local Area Child Protection Committee procedures. Staff attend training in child protection to update their understanding of the appropriate procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery as they involve themselves in the activities. They enjoy the opportunity to access a broad range of activities and resources that promote their emotional, physical, social and intellectual development. For example, children enjoy painting, dough, sand and construction play. They also make very good use of the outdoor play areas to run around in the fresh air, throw and catch balls and observe nature and the changing seasons. Children in their earliest years are very well supported at the nursery because many of the staff have undertaken training in the Birth to three matters framework. Staff have begun to implement the framework through planning and observations and they plan to extend this further through extended training in the near future.

Nursery Education

The quality of teaching and learning is good. Children show interest and enjoy the activities that are freely available to them. The children are confident and show they have a good sense of belonging and self-esteem as their work is valued and displayed for them and their parents to enjoy. Children's behaviour is good and they learn about the difference between right and wrong through support from the staff and through a range of activities and stories that promote an understanding of feelings and consideration of others. They share and turn-take with the resources and they have regard for their peers. Children enjoy access to a range of resources that positively reflects diversity including disabilities. The children practice their writing skills as they complete dot-to-dot pictures outlining their names and numerals. Children enjoy access to a broad range of equipment and activities during child-initiated play time where they are able to plan and make choices about what they want to do. Children with English as an additional language are supported at the nursery. However, to extend this aspect of children's learning, the programme for supporting children with English as an additional language should be developed further to ensure continuity and inclusion at all times. The children explore mathematics as they count how many girls and boys are in attendance and activities are included to extend their knowledge of identifying one more and one less. They explore shape and measure as they play with the construction sets and the sand activities and use the floor dice game supported by the staff.

The children are finding out about the world around them through access to a range of toys and equipment where they explore push buttons and use table top programmable toys and the computer. They explore the outdoor areas and go on local walks where they look on in wonder at nature and insects and talk to their peers about what they see. The children have a good knowledge and understanding of features in the immediate local area, for example, they visit shops and parks and go on outings on the bus.

Children move about the indoor and outdoor areas with confidence. They practise movement through access to a broad range of outdoor equipment such as the climbing frame and slide and they run around freely, exploring the secure garden areas. The children enjoy access to a broad range of accessible tools and resources to promote their skills, for example, they pour their own drinks during snack time, manipulate dough and use brushes and sponges to create art work.

The children explore and express their ideas through a range of two and three dimensional resources where they can make their own creations. They explore a range of senses as they listen to the passing trains, use their sense of smell in planned activities and create collage pictures using a range of textures. Children explore their imagination through role-play activities, however, children's enjoyment of role play should be further fostered through access to a welcoming and inviting home corner.

Practitioners have a very good understanding of the Foundation Stage Curriculum and they ensure planning encompasses the stepping stones and shows objectives for children's learning. The environment is well laid out and accessible to the children which extends their learning further. Practitioners invite visitors such as the police and the road safety officer to come into the nursery to talk to the children about keeping themselves safe. Children are taken on outings to place of interest such as the local fire station and the shops which encourages their knowledge of the local community. The staff praise children for their efforts and use open-ended questioning to extend and consolidate learning. Staff ensure children can access a broad range of resources and equipment at all times, however, they should ensure the home corner area is made more welcoming and inviting to children to extend their enjoyment of role play. The staff support children with English as an additional language well and they should continue to develop the programme further to ensure this aspect of children's learning is fully fostered.

Helping children make a positive contribution

The provision is good.

The children have equal access to the broad range of resources which are made available to them. They explore diversity through a range of accessible resources and while exploring a range of festivals throughout the calendar year. For example, children have explored Diwali, Chinese New Year and a range of Christian festivals. Children with special needs are well supported by the staff who work closely with the parents and other professionals to ensure consistency, continuity and inclusion for all children.

The children are well behaved and are able to manage their own behaviour through adult support and guidance when this is needed. Children's welfare is well supported because staff have a sound understanding of behaviour management. The strategies used by staff ensure children's individual needs are met. Strategies include reward stickers and certificates to promote children's feelings of self-esteem. Children's feelings of belonging are well fostered by the staff who value and display their art work and photographs in the play areas.

Partnerships with parents and carers are good. Information is shared with parents who are provided with newsletters and open-days where they can come into the nursery, spend time with their child, look at their work and talk to the key workers. Parents are included in their child's ongoing progression through pre-school and they have free access to their child's developmental records at any time. There is a range of policies and procedures in place which are made available to parents. The policies are displayed to ensure parents are kept informed about the service provided. Parents and nursery staff involve themselves in local events and they have worked together and with the children to decorate a float for a local carnival.

Overall, the children's spiritual, moral, social and emotional development is fostered.

Organisation

The organisation is good.

The registered person uses effective recruitment and vetting procedures, for example, vacancies are advertised locally and vetting procedures include checking of references and ensuring all staff are checked through the Criminal Records Bureau. There are policies and procedures in place to support the provision and these are regularly reviewed and shared with the parents. This contributes well to children's welfare and continuity of care. The policies should, however, be further developed to include all elements as outlined in the National Standards and guidance. For example, the behaviour management policy should include sanctions that may be used should bullying occur and the child protection policy should include procedures to be followed should a member of staff, volunteer or visitor have an accusation made against them.

Required documentation is in place which ensures children's welfare and safety needs are acknowledged and met. Children benefit from staff who support them, are qualified and have an understanding of children's care and educational needs.

Leadership and management of the provision is good. Management and staff effectively assess, monitor and evaluate the provision for nursery education. For example, planning and observations of children's activities are evaluated to measure the impact on the children and to identify strengths and areas for improvement. The staff and management meet regularly to discuss issues about the care and education of the children who attend.

The management have provided staff with job descriptions, contracts and regular appraisals.

The provision 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 are no complaints to report.

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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):

- undertake a review of the procedures to minimise all potential risks to children's health
- update policies to ensure the inclusion of all elements as outlined in the National Standards and guidance.

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):

- further develop the programme to support children with English as an additional language
- further develop opportunities for role play.

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