

# Sunflowers Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY271356
<b>Inspection date</b>	10 October 2007
<b>Inspector</b>	Saida Cummings
<b>Setting Address</b>	Caretakers House, Chedworth Drive, Worcester, Worcestershire, WR4 9PG
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<b>Registered person</b>	Lisa Jayne Winters
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 Day Nursery is a privately owned full day care nursery. The setting opened in 2004 and operates from a converted caretaker's house situated in the grounds of St. Joseph's RC Primary School. Children are cared for in three rooms depending on their ages and stages of development. There is a large outdoor play area available to the side and rear of the premises. The out of school club operates from identified areas within the school premises. A maximum of 14 children may attend the nursery at any one time and a maximum of 40 children may attend the out of school club at any one time. Children from the age of three months to under five years attend the nursery and children from the age of four to 11 years attend the out of school club. The setting mainly serves children from within Worcester city and is open each weekday from 08:00 to 18:00 for 50 weeks of the year.

There are currently 45 children aged from one year to 10 years on roll. Of these, 10 children receive funding for early education. The setting offers support to children with learning difficulties and/or disabilities, and children who speak English as an additional language.

There are six staff who work with the children. Of these, five hold appropriate early years qualifications. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are beginning to develop self-care skills during daily hygiene routines including washing their hands after toileting, before eating and cooking activities. There are appropriate procedures in place for dealing with any accidents, administering medication if requested and initially gathering information from parents and carers concerning individual children's health needs. The risk of infection to children is reduced as parents and carers are made aware of the guidelines followed and children are not cared for if they have an infectious illness. Children's independence through daily routines is sometimes fostered, such as attempting to put on and take off their own coats and Wellington boots. Younger children are developing their independence physically and emotionally. Their needs are adequately met because staff know the children well and are able to meet their individual health needs.

Children are learning to gain control of their bodies and move confidently around the setting. They take part in planned and spontaneous indoor physical activities to help use different parts of their bodies. For example, they enjoy joining in with music and rhyme sessions when they make up the actions whilst singing to well-known nursery rhymes. They are able to develop their physical skills on a regular basis as outdoor play is timetabled into most of the sessions. They have use of various equipment, indoors and outdoors, to help them balance, jump and pedal wheeled toys. They are challenged when using the range of outdoor play equipment as there are different types which are suitable for the different age groups.

Children are well nourished and enjoy a varied and interesting diet. They are provided with nutritious and healthy cooked lunches and a choice of healthy snacks and drinks for the remainder of the day. Children enjoy well-organised meal and snack times where they all sit together and use these opportunities to build on their socialising skills. However, their independence is not encouraged during these times as the staff carry out all the tasks for the children. Staff do not use the opportunity during this time to help children develop basic skills and carry out tasks for themselves, such as pouring out drinks and helping to lay the tables. Children are made aware of healthy eating through various topics and activities. For example, they discuss different types of fruit and vegetables, what they like to eat and what makes them healthy during the 'café' imaginary play activity.

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

The provision is satisfactory.

Children are cared for in a safe, secure and welcoming indoor and outdoor environment. Staff follow appropriate procedures for completing risk assessments to ensure hazards to children are minimised. The premises are made safe by use of age-appropriate safety equipment, such as safety gates, electrical socket covers and radiator covers. Children have access to safe, clean and age-appropriate play equipment and resources. Staff follow appropriate procedures to ensure all equipment is regularly cleaned and checked for safety. Children are able to move around safely within the setting and are developing their confidence in a safe environment. They are made aware of the emergency evacuation procedure which is regularly practised.

Children are constantly supervised and taught safety as part of their everyday activities. This includes discussions concerning safety rules, such as not to run indoors and not to climb onto furniture. Children are also made aware of keeping themselves safe through planned and spontaneous activities. For example, when using the wheeled toys during outdoor play they are taught to be careful and not to bump into each other. Sleeping children using the ground floor areas are supervised at all times. However, although staff use an electrical monitor when young children are sleeping in the first floor baby room they are not regularly physically checked. There are no records kept when young children are sleeping. Consequently, children's safety is compromised during these times.

Children are kept safe as staff follow appropriate procedures when they are dropped off and collected. Their welfare is safeguarded because staff have a satisfactory understanding of child protection procedures. Some of the staff have completed appropriate child protection training and they are all aware of the Local Safeguarding Children Board guidelines. They are also aware of the procedures to follow should there be any concerns. Parents and carers are made aware of the child protection policy to ensure they understand the staff's responsibilities as child carers.

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

The provision is satisfactory.

Children are confident and are building up their self-esteem. They socialise well and engage in purposeful activities throughout most of the sessions. They are given time to concentrate and complete their chosen tasks. Children benefit from the way the resources and equipment are organised during the planned sessions which enables them to engage in meaningful play. They are able to instigate some of their own play during the planned sessions. Staff plan activities which are linked to topical work and also allow for spontaneous free play. However, children are not able to easily self-select from all the available resources and free choices are usually limited to times when this is timetabled into the sessions. School-aged children are able to instigate all the activities they wish to take part in. Staff take time to find out each child's interest and ensure appropriate activities and play equipment are made available during the times they attend. They are happy, settled and enjoy using the various areas and stimulating resources to instigate all their own fun and physical activities.

Young children's needs are adequately met as staff use the 'Birth to three matters' framework to plan for this age group to ensure they have many opportunities to develop and build on their knowledge and skills. Young children have access to specific appropriate toys and materials. This includes a 'treasure box' of everyday items, for instance household pots and pans, wooden everyday items and wicker baskets. Staff plan a variety of appropriate activities for this age group to allow children to develop their senses, confidence and skills. For example, children enjoy taking part in sensory and messy play activities, such as painting, gluing, spaghetti play and using different mirrors. Young children and babies have opportunities to develop their speech and listening skills through various activities, such as joining in with singing. They are starting to form words, copy sounds and become skilful communicators. Staff get down to children's level, talking and listening to their responses. The younger children have many opportunities to socialise with the older children as staff plan activities that enable all the children to be involved. However, these are not sufficiently adapted to ensure they are able to easily join in. For example, young children get restless during story time and the older children are not able to fully enjoy the story. As a result, children's care and educational needs are not fully met during these times.

## Nursery Education.

The quality of teaching and learning is satisfactory. Children are confident and they talk to staff and other children with ease, playing independently or in small groups. Staff are aware of how young children learn and incorporate this into the sessions, using effective questioning and explanations to extend children's learning. Children's personal, social and emotional development is well fostered because of staff's knowledge and understanding of how young children learn and progress. Children have many opportunities to socialise as staff take advantage of mixing the different age groups when there are only a few children in each age group. However, the organisation of these times is not always appropriate to ensure individual children's needs are fully met and that they are able to take part. Children are able to instigate some of their own play activities and also choose from the various planned activities set up by the adults. Staff develop children's spontaneous play during the free play sessions through encouragement and supplying appropriate materials to help children extend their imagination further. An example of this is when the children decide to use the outdoor play time for a 'driving session'. They excitedly ask the adult to draw roads, roundabouts and parking spaces. They also use the chalks to draw other items such as traffic lights and shops. They then proceed to drive around the various road markings and expertly manoeuvre their wheeled toys along the roads, round the roundabouts and into their own parking spaces. They describe what the different colours of the traffic lights mean and which order they should be in. Staff help children to extend their learning and imaginary play when they draw a vegetable shop. They ask appropriate questions to make children think of differently coloured fruit and vegetables which are added to the picture of the vegetable shop.

Children's communication skills are sufficiently developed. They eagerly engage in conversation with both their peers and the staff. They chat animatedly during their play and at circle-time and snack time. Children recognise familiar words and staff encourage their understanding of different letters as a letter is covered each week within the planned activities, which is also linked to various parts of each session as part of their everyday routines. They see their names and other print displayed around the setting, which helps them to develop an understanding that print carries meaning. The self-registration system encourages children to find their own name. Children have opportunities for writing and making marks during planned and spontaneous activities. Children are able to create their own paintings and drawings as they have opportunities to draw, use chalks and freely paint. Children take part in various musical sessions as part of the daily planned activities and circle-time. They enthusiastically join in with familiar songs and rhymes. Children have many opportunities to develop their physical skills. This includes opportunities to develop their hand-eye co-ordination during planned activities, such as cutting and sticking, manipulating play dough and threading beads. Children have opportunities to investigate and explore. For example, they use the sand and various pots, tools and play equipment to experiment. They use construction equipment to build models and use their imagination. They also use natural materials to build models, such as when junk modelling and using play dough. Children explore their own surrounding and learn about the environment through their own experiences. For example, during local outings they look at the different plants and enjoy collecting fallen tree leaves. Children have opportunities to use mathematical language and solve problems during planned activities and as part of their everyday routines. They are developing their understanding of spatial awareness through physical activities, such as when parking their wheeled toys.

Overall children make satisfactory progress in most of the areas of learning. They are curious and inquisitive and staff consistently and positively interact with them to encourage their interest, involvement and learning. However, at times children's learning is not extended during

specific planned activities. For example, during a cutting activity they are encouraged to cut along different lines with appropriate support as required for each individual child. However, this is not extended when sticking the cut out shapes to a sheet of paper as this is done for them. Consequently, children's independence is not always encouraged and there are times when their learning is not appropriately extended. Children's behaviour is adequately managed as staff hold appropriate discussions to encourage them to play safely, think about their actions and to be kind to one another. As a result, children are generally well behaved which enables them to progress as there is a positive learning environment. The effectiveness of curriculum planning for all funded children is satisfactory. The planning of activities is linked to the Foundation Stage curriculum and clearly show children's learning outcomes. There are systems in place for observing, monitoring and recording children's achievements. Staff are aware of children's starting points as these are fully discussed with parents and carers when children first join the setting. Staff set informal targets for each child to progress or to challenge them in specific skills. They know the children well and are able to incorporate specific areas of learning into daily activities and routines to assist children with developing at their own pace. The planned activities are evaluated and used to plan for the next stages in children's learning.

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

The provision is satisfactory.

All children are encouraged to use all the activities available and staff ensure they are all included. There is an effective equal opportunities policy in place which is implemented by all staff. They are aware to immediately address any discriminatory behaviour or remarks. There are satisfactory procedures in place for caring for any children with disabilities and/or learning difficulties. There are adequate systems for liaising with parents, carers and outside agencies which ensures any children with disabilities and/or learning difficulties are able to progress at their own pace. Staff show sufficient awareness of how to ensure children's individual specific needs are met. There are also appropriate procedures for working with any children who speak English as an additional language. Children know what is expected of them and are starting to understand right from wrong. They are able to follow adults' instruction and hold discussions concerning safety rules and behaviour. They work and play well together, taking turns and sharing. For example, they take turns to use the different wheeled toys during outdoor play. Staff are good role models for the children and encourage them to be polite, think about their actions and have consideration for each other. They praise and encourage children's positive behaviour and ensure there is a consistent approach.

Children's spiritual, moral, social and cultural development is fostered. They know each other well and form harmonious relationships. They hold discussions in small groups and include each other in their play. Children have access to an adequate range of resources to promote their awareness of diversity. Children also take part in planned activities to help them understand their own and other cultures and beliefs. Staff establish a satisfactory relationship with parents and carers which contributes to children's well-being in the setting. They are aware of the importance of involving parents and carers in the life of the setting. Parents and carers have daily opportunities to discuss any issues and how their children have spent their day. Any new children are settled in on a gradual basis which is fully planned with the parents and carers to ensure enough time is allowed.

Partnership with parents and carers of funded children is satisfactory. They are provided with basic information about nursery education and how children work through the 'Foundation Stage' curriculum. Staff initially seek information from parents and carers concerning their children's starting points and their stages of development. This information is used to assist

staff with planning activities to ensure individual children's developmental needs are met and that they have opportunities to build on their basic skills. Parents and carers are kept informed of the activities their children take part in as this is displayed in the entrance hall. However they are supplied with very little information to encourage them to be involved with their children's learning, experiences and development. They are not given sufficient information on how their children's knowledge and understanding could be extended from the setting into the home. For example, parents and carers are informed of the letter of the alphabet which is being covered each week, but they are not encouraged to extend this further with their children. For instance, how they can help their children link the letter sounds and recognise the written letters during everyday home routines, whilst shopping and when out walking.

## **Organisation**

The organisation is satisfactory.

Children are cared for in an organised environment and the premises are bright and welcoming. The toys and equipment are organised to support children in their play, learning and to assist them with developing their skills. The organisation of some parts of the sessions, especially during meal and snack times, does not encourage children's independence or enable them to carry out tasks for themselves and to develop some of the basic skills. The grouping of children sometimes hinders children's enjoyment, learning and the ability to take part. As a result, at times children are not purposefully engaged.

The management and staff work together to ensure the organisation and procedures are regularly reviewed with improvements made as required. There are satisfactory systems in place for keeping the required records. Appropriate recruitment and vetting procedures are in place which ensure children are well protected and cared for by staff with knowledge and understanding of child development. Parents and carers are supplied with information about the organisation of the setting and how their children are cared for. This includes how the sessions are organised and the planned activities. They are kept informed of the setting's events through regular newsletters and notices. They are also made fully aware of how to make a complaint and the management and staff are aware of the procedures to follow should parents and carers have any issues or concerns.

Leadership and management for nursery education are satisfactory. The management and staff are committed to improving the standard of care and education for the children. Staff are keen, enthusiastic and have clear roles and responsibilities. The effectiveness of activity planning for children is adequate. Staff's knowledge and understanding of the Foundation Stage curriculum is satisfactory and they are aware of how young children learn and incorporate this into the sessions. They use appropriate questioning to help children progress. Staff are committed in improving their knowledge and understanding and enjoy attending various training events. Children benefit from staff's development as new procedures or good practice is implemented into the care and education provided. The staff work well together and they know the individual children. They are committed to ensuring that the needs of all children are addressed and that all children feel included within the setting. Overall the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider agreed to: review the child protection policy; develop the planning of activities for the under three-year-olds and improve staff's knowledge and understanding.

The child protection policy has now been reviewed and includes a detailed procedure to follow in the event of an allegation of abuse being made against a staff member or volunteer. All staff, parents and carers are made aware of this policy to ensure they are fully informed of the procedure to follow. The activity plans for the children aged under three years have been developed and staff link all the activities to the 'Birth to three matters' framework. The staff group who are responsible for planning activities for this age group have completed appropriate training and implement their knowledge and understanding of working with very young children into the daily sessions. The activities are adapted depending on individual children's abilities and stages of development to ensure they are able to develop their skills at their own pace.

The relevant staff members who have specific responsibilities have now completed appropriate training to ensure they improve their knowledge and understanding. This includes child protection, behaviour management and caring for children with specific needs. Their responsibilities within each role are to advise and support other staff with any particular issues, liaise with parents or carers and implement appropriate strategies and procedures when necessary.

As a result of these improvements the younger children have more access to activities which are appropriate for their stage of development and which are based on their individual needs. They are cared for by staff who have a good knowledge and understanding of childcare practices and are aware of planning activities to enable young children to progress at their own pace. Children benefit from the adults' improved knowledge and understanding as this is put into practice to deal with any specific issues. The risks to children have been minimised as all adults are made aware of the clear child protection procedures. Consequently, children's safety, care and well-being is fostered and they are satisfactorily progressing.

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

The provider is required to keep a record of complaints made by parents and carers, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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 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):



- improve safety for sleeping children by ensuring they are regularly physically checked and make sure written records are kept of this
- review the organisation of the mixed group activities to ensure all children are purposefully engaged and are always able to take part (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):

- review the organisation to ensure children are given sufficient opportunities to make free choices, instigate their own play and to further encourage their independence and extend their learning (also applies to care)
- develop the information shared with the parents and carers to ensure they are given opportunities to be involved in their children's learning in a variety of ways.

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