

# Sunflowers Neighbourhood Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY232178
<b>Inspection date</b>	13 November 2007
<b>Inspector</b>	Permjit Tanda
<b>Setting Address</b>	6 Bewdley Drive, Wolverhampton, West Midlands, WV1 2AU
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<b>Registered person</b>	Madan Chalotra
<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 Neighbourhood Nursery opened in 2001 and operates from four rooms in a refurbished building. It is situated in the East Park area of Wolverhampton. The nursery serves the local community and surrounding areas.

There are currently 65 children aged under five years on roll. This includes three funded four-year-olds and nine funded three-year-olds. The nursery is open each weekday from 07.00 to 18.00 for 51 weeks of the year. It is closed bank holidays and a week at Christmas.

The nursery employs 13 staff of whom all hold an appropriate early years qualification. The setting receives support from the local authority worker.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are welcomed into a child-orientated and clean environment. Staff follow effective environmental health and hygiene procedures, meeting the children's physical and health needs and allowing them to thrive and flourish. Children gain a good understanding of personal hygiene because of the staff's appropriate support and guidance. Children understand how and why they should wash their hands after using the toilet, before eating and engaging in cooking activities. These hygiene practices are incorporated within their daily routine and impact positively on their independence and health. All the required documentation and formats are in place for administering medication and recording accidents.

Children enjoy regular opportunities to engage in physical play activities and develop control over their bodies. This contributes well to their good health. Outdoors, children confidently and competently ride bikes and during the warmer months they use a climbing frame with slide. Smaller equipment such as bean bags, hoops, bats and balls are equally used and enjoyed when available. All this contributes to their physical competence.

Children benefit from a healthy snack consisting of fresh fruits and receive regular drinks. This ensures children keep them well hydrated throughout the day. Children enjoy a six-weekly menu which is balanced and nutritious. Children learn about healthy living as they are encouraged to take an active role in learning about healthy foods through projects. Children's special dietary requirements are met well through offering nutritious alternatives.

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

The provision is good.

Detailed written policies and procedures understood and effectively implemented by the staff ensure the children's safety is a priority. Children move safely and freely in a stimulating environment where risks of accidental injury are minimised because the staff are vigilant and use thorough risk assessment to reduce potential hazards. Staff supervise children well, therefore, children safely explore the environment at their own leisure. Children learn to keep themselves safe through their daily activities and have a clear understanding of the boundaries in place and the reasons for them. They learn about the risk from fire and how to keep themselves safe, through taking part in regular emergency evacuation drills.

Children have safe access to a broad range of good quality play resources and equipment appropriate to their age and stage of development. Children are well protected and safeguarded because staff have a good knowledge and understanding of child protection procedures.

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

The provision is good.

Children separate from their carer easily due to the warm relationships with the staff, this contributes to their sense of belonging. Children who are new and settling are cared for by staff that are attentive to their needs. Children are cared for in age-appropriate areas and therefore they benefit from an environment which is inviting and well resourced according to the needs of the children attending. Staff recognise the uniqueness of each child and close and caring relationships increase their sense of trust and helps them develop a strong sense of

self. They have the freedom to explore their environment because it is safe and resources are easily accessed, for example, younger children thoroughly enjoy domestic play with the dolls, pretending to feed them and carry them around in car seats along with their handbags. Staff help children develop and acquire new physical skills through giving them the space to sit, lie, and crawl. Staff especially support the younger babies well and they are fed, sleep and play according to their individual care needs. Staff plan a varied range of experiences to promote all areas of development and children enjoy their time at the setting, younger children, however, have few opportunities to use their senses to explore paint, dough, water and sand on a daily basis. Children are confident and at ease in their environment.

## Nursery Education

The quality of teaching and learning is good. Children are interested and motivated to learn because the room leader is confident in their role and has a natural flair with the children. Children are often inspired by an extensive range activities and resources provided for their enjoyment, for example, after a baking activity a child uses foam letters in a bucket of water and watches them rise he states "I have baked a cake". They have the confidence and abilities to initiate their own play and do so with ease as they move around the room. Many children are absorbed in their chosen play, for example, using a paintbrush with precision a child covers the paper with brown paint, whilst others are intent in filling large containers with water using funnels and pipes. Children are inquisitive and curious, and manipulate and observe many objects that interest them. They begin to make sense of the world and express their ideas as they join in a wide range of exploratory and sensory experiences, such as exploring the properties of cornflour, paint, sand, water and dough.

All children are eager to learn because of the stimulating environment provided for them. They sit patiently, listening intently during story sessions. Staff maintain the children's interest through interesting questions and appropriate explanations, and introduce new vocabulary and various concepts well. Children confidently participate in group discussions and are keen to answer questions.

Children enjoy mark-making to represent their ideas and some children are becoming confident in attempting to write their own names. Pencil control is developing well through children using chalk boards, painting and colouring. During a baking activity children practise many skills, they learn print carries meaning and follow pictures and simple sentences on the poster. Staff incorporate early mathematical concepts well such as recognising numerals, counting and weighing using language to compare and describe. These meaningful practical experiences makes learning fun and children are often excited and, therefore, develop a positive approach to learning.

Staff do not effectively use the outdoor play area to maximise play opportunities for children. Children enjoy outdoor play and are keen to get outside, however, outdoor play is limited to once a day, therefore, children miss out on opportunities to further enhance their physical development. Children use their senses well to explore and make comparisons using wet and dry items such as sand, rice and pasta. They are encouraged to explore, investigate and question why things happen, for example, they make cornflour, add food colouring and mix paints. Children identify some features of living things and natural objects through using magnifying glasses. They have been using leaves to create pictures and observe the habits of their pet African snail.

Staff leading the educational programme have a good understanding of the Curriculum guidance for the foundation stage; they work well as a team and support each other in order to benefit the children. They gather evidence of children's starting points from parents and are beginning to use their written and observation and assessments to assist in planning for the children's next steps. Children use an inviting and well-maintained environment and staff prepare a good range of resources, which supports their learning across all of the six areas of learning. Staff organise adult-led, adult-supported and child-initiated play opportunities, therefore, a good balance is achieved. On occasions, during large group activities the more able children are not always sufficiently challenged, therefore, their learning is not fully extended.

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

The provision is good.

Children are valued, respected as individuals, and treated with equal concern as the staff have a thorough understanding of equality issues, as well as experience of working with children with learning difficulties and/or disabilities. Staff ensure that all children's needs are met effectively. Children have many opportunities to learn about themselves and develop a healthy respect for the needs of others. Children learn about the wider community through planned activities such as celebrating festivals and resources reflecting positive images of culture, gender and disability. Children's spiritual, moral, social and cultural development is fostered.

Children have time to play freely, be physical and come together as a group. They are often busy and kept occupied and enjoy their time at the nursery. Behaviour is good and children play with each other in harmony. Children have a good understanding about right and wrong, which is reinforced by the staff's positive attitude towards their care and development. Children respond to the staff's effective, clear behaviour boundaries. Staff praise children for positive behaviour by rewarding them and telling children when they do something well.

The partnership with parents and carers is good. This contributes to children's well-being in this setting. Staff actively seek parent's views about their children's needs and interests before the child starts at the setting, and on a regular basis throughout their time there. Staff ensure that all parents know how their children are progressing and developing through regular detailed developmental reports. Parents receive comprehensive information about the setting through the prospectus, notice board and regular written correspondence. Children benefit from the involvement of their parents in projects and celebrations which contribute to their good health, safety, development and learning.

### **Organisation**

The organisation is good.

A robust recruitment and selection procedure means that children are cared for by suitably qualified staff. Staff give good regard to the well-being of the children they care for and communicate well to ensure they all understand any child related issues. This good teamwork enhances children's care and learning. Children are eager to attend and enjoy their time in a lively and safe setting.

Leadership and management is good. The management team work well together and are committed to improving the service provided and this is addressed through training opportunities. Systems such as recording induction, conducting regular staff supervision and appraisals need to be further formalised to ensure they are effective. All legally required

documentation, which contributes to children's health, safety and well-being is in place and regularly reviewed.

The management team and staff are motivated and committed. This contributes to the day-to-day running of the setting and its continued improvement and development. Overall the provision meets the needs of the range of children for whom it provides.

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

At the last inspection four recommendations were made to improve care of children. All of the recommendations have been successfully addressed, therefore, the safety and welfare of children is improved. It was recommended; that parents are asked to sign the record of medication administered to children, staff ensure parents sign the documentation daily. Towels be provided in children and staff toilets at all times, there are suitable hand drying facilities made available. Further develop staff's knowledge and understanding of child protection procedures, staff have been on additional child protection training. Make sure that electric sockets in areas accessible to children are fitted with socket covers, daily checks and thorough risk assessments ensures all sockets are inaccessible or occupied.

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

In November 2004 Ofsted received information relating to National Standards 2 (Organisation); 6 (Safety); 7 (Health); and 12 (Working in Partnership) concerning an accident to a child which resulted in an injury requiring hospital treatment. The concerns raised were with regard to supervision and grouping of children at the time of the accident, decisions made by staff dealing with the accident and the journey to hospital and subsequent communication with the parent regarding the incident. The provider had officially notified Ofsted of the accident prior to the receipt of concerns, therefore, Ofsted contacted the provider to request further clarification of the details contained within the letter of notification in light of the information received from the complainant. Ofsted reviewed the provider's response and sought further clarification of the information provided on two further occasions, including setting four non-regulatory actions requiring the provider to; demonstrate suitable grouping of children, that staff and child ratios are met at all times, that children are engaged in meaningful activities at all times and how staff ensure that children's play areas are safe. The provider responded in writing to all four actions. Having considered all of the available information, Ofsted are of the opinion the provider has adequately demonstrated that the requirements of the relevant National Standards are being met. The provider also outlined action that was taken to reduce the likelihood of similar accidents occurring. The actions of the staff in response to the accident were appropriate and proportionate and decisions were made having regard to the welfare of all the children in attendance. Ofsted intend no further action and the provider remains qualified for registration.

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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):

- provide daily opportunities for younger children to freely explore a range of activities such as paint, water, sand and dough
- develop further systems in place for induction, staff supervision and appraisals to ensure they are effective.

### **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):

- make effective use of the outdoor play area to maximise play opportunities for children
- plan more effectively to meet the learning needs of the more able children.

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)