

Sunflowers Day Nursery

Inspection report for early years provision

Unique Reference Number	EY271356
Inspection date	07 August 2008
Inspector	Saida Cummings
Setting Address	Caretakers House, Chedworth Drive, Worcester, Worcestershire, WR4 9PG
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Type of inspection	Integrated
Type of care	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.

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 daycare 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 the nursery is open each weekday from 08:00 to 18:00 for 50 weeks of the year. The out of school club is open each weekday from 15:00 to 18:00 during term-time and from 08:00 to 18:00 during school holidays.

There are currently 43 children aged from eight months to under eight years on roll. Of these, eight children receive funding for early education. The setting also cares for children aged over

eight years. The nursery 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 benefit from regular fresh air and exercise. They enjoy being involved in a variety of activities using the outdoor play areas, such as chalking on the ground and painting fences and walls with water using a variety of different brushes. Children enjoy regular exercise both indoors and outdoors that provides opportunities to develop a healthy lifestyle. They have many opportunities to develop their physical skills, such as pedalling on bikes, sliding and climbing using the large apparatus. 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's independence through daily routines is sometimes fostered, such as attempting to put on and take off their own coats. However, this needs further development to ensure children are able to attempt to do more for themselves. 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. Babies sleep according to their needs and their usual routines.

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. All of the staff hold a current first aid certificate which means staff are able to give appropriate care in the event of an injury. 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 are beginning to develop self-care skills during daily hygiene routines including washing their hands after toileting, before eating and cooking activities. However, the younger children use the same bowl for washing their hands before eating which means there is a high risk of cross-infection. The facilities and procedures for hand washing needs reviewing to ensure their health and well-being is not compromised.

Children benefit from nutritious meals that are cooked on the premises and enjoy healthy snacks such as fruit, toast and raw vegetables. As a result, children are being encouraged to develop healthy eating habits from a young age. Staff gather all relevant information regarding children's dietary needs to ensure that their individual requirements are met which contributes towards their continuity of care. Children enjoy well-organised meal and snack times where they all sit together and use these opportunities to build on their socialising skills. They have access to drinking water throughout the day and the older children are able to help themselves from a small drinks dispenser which is made easily accessible to them.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

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. Staff understand the signs and systems of abuse and know what action

to take if they have concerns about a child in their care. These effective procedures contribute towards promoting and safeguarding children's welfare within the nursery.

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 and electrical socket covers. The main entrance into the nursery is equipped with a suitable security system to ensure all visitors are only allowed entrance by staff. Children have easy and safe access to toys and resources that are stimulating and suitable for the children's ages and stages of development. Staff follow appropriate procedures to ensure all equipment is regularly cleaned and checked for safety.

Children are able to develop their confidence in a safe environment as the indoor furniture and equipment are set out to enable them to move freely and safely. They are also kept safe when using the outdoor play areas as these are fully enclosed and staff are effectively deployed to ensure children receive a high level of support. Children are made aware of the safety rules through appropriate discussions and during everyday routines. They take part in regular emergency evacuation drills which helps to develop their understanding of the action they should take in the event of a fire.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy, settled and are developing their independence physically and emotionally. They socialise well and engage in purposeful activities throughout most of the sessions. Young children and babies are developing warm relationships with staff who are caring for them. They confidently express their feelings and needs both verbally and non-verbally. For example, they gurgle happily as they sit with staff in the outside fresh air whilst using natural materials, such as metal pots and pans to make a noise. Children enjoy playing with the activities set out in their base room. Their creative and imaginative development is encouraged through activities such as, art and craft, painting, listening to and playing music, and role play. Children at the nursery are generally progressing well. Staff support and extend their development through use of appropriate questioning techniques to develop and extend children's vocabulary and language.

The younger children have many opportunities to socialise with the older children as staff plan activities that enable all the children to be involved. They play alongside each other and the younger children benefit from watching and learning from their older friends. The interaction between the younger and older children also helps to develop a caring, social group who learn from each other. Planned activities are adapted accordingly depending on children's abilities and stages of development. Staff know the children and use their observations to plan appropriate activities for individual children to ensure they are able to join in at their own level and to move on to the next stage in their development. School-aged children are able to instigate all the activities they wish to take part in. Staff plan main activities which are initially discussed with the children to ensure all the children's wishes are taken into consideration. However, children do not have to take part in the main planned activities if they do not want to. They are able to help themselves to all the available play equipment and instigate their own play, either on their own, in small groups or sometimes involve all the children.

Nursery Education:

The quality of teaching and learning is satisfactory. Children benefit from staff having a sound knowledge of the Foundation Stage, stepping stones and the early learning goals. Written plans cover all six areas of the curriculum and staff carry out regular observations which are recorded in children's individual observation files. These are used to help with future activity plans to ensure children are progressing in their development. Children are able to instigate their own play as the room is organised to provide children with the opportunity to choose their activities independently. They are able to confidently choose their own activities to be involved in during their free play time. For example, a group of children happily act out their own scenarios in the play houses during outdoor play. Children are becoming more independent as staff have improved the organisation to give children more responsibilities. For example, a helper is chosen during mealtimes who helps with laying the tables. However, this requires further development to ensure children are given more opportunities to develop their independence. They need to be able to attempt to do more for themselves to ensure they have many opportunities to develop basic skills, such as pouring out their own drinks. Staff do not always offer sufficient guidance to help the children to develop the skills of becoming an independent learner.

Communication and language skills are well promoted through relaxed conversations and an interest in what children have to say. Children enjoy listening to stories read to them and often join in with the punch lines from their favourite books. They explore how different pens and pencils work when they are involved in mark making activities. Staff ensure various writing materials are made available at all times to encourage children to develop their writing skills. Children enjoy exploring how construction toys work and often instigate making their own models from various materials. For example, they use the shaped pieces of card to make a large robot. Staff extend their learning during this type of spontaneous play by using effective questioning and appropriate language. For instance, staff discuss with the children how large the robot is and why it cannot be any bigger as they have used up all of the pieces. Children are confident in using information technology and regularly use the computer to play age-appropriate educational games.

Overall children make satisfactory progress in all of the areas of learning. Adults consistently and positively interact with the children to encourage their interest, involvement and learning. Children's personal, social and emotional development is adequately fostered. They form positive relationships with staff and each other. Children have regular opportunities to investigate, explore and use their senses. For example, they readily join in with making play dough using garlic and rosemary flour and water. They use descriptive words to describe the smell of the flour and then experiment as to how much water is needed to make the dough. They enjoy using a wooden spoon to take turns to mix the dough and then happily join in with using their hands to knead the dough onto floured surfaces. They use interesting language to describe how the dough feels on their hands, such as "warm, squidgy and sticky". Children are able to create their own paintings and drawings as they have opportunities to draw, use chalks and freely paint. They play imaginatively and co-operatively when they join in with the interesting range of available activities. They are good at linking their own experiences into their imaginative play. For example, they spontaneously use the outdoor role-play area to play 'tea parties' and to 'take their babies for a walk'.

Helping children make a positive contribution

The provision is satisfactory.

Children know each other well and form harmonious relationships. They hold discussions in small groups and include each other in spontaneous play. For example, during the times when all children are included in the outdoor play sessions the older children include the younger

children in their imaginary play. They ask the staff if the babies would like any 'ice-cream' when they are pretending they are serving in an 'ice-cream shop'. All children are encouraged to be involved and staff ensure all children are 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. Children learn about diversity through celebrations from different cultures and access to resources which reflect positive images. Girls and boys have equal opportunities in their play. Children's spiritual, moral, social and cultural development is fostered.

Children know what is expected of them and are generally well behaved. They are able to follow adults' instruction and hold discussions concerning safety rules and behaviour. They share the toys and understand how to take turns, such as taking turns to use the variety of wheeled toys during outdoor play. Staff are good role models for the children and encourage them to be polite and to be considerate to others. Any behavioural issues are dealt with appropriately and sensitively. There are good procedures in place for caring for any children with disabilities and/or learning difficulties. Staff show an awareness of how to ensure children's individual specific needs are met. There are effective 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. There is also a procedure for working with any children who speak English as an additional language. Any children with a specific need are included in the life of the setting as any specific activities are incorporated into the daily sessions and routines.

Partnership with parents and carers of funded children is satisfactory. Staff are very aware of the importance of involving parents and carers in the life of the setting and their children's development. Staff establish a friendly relationship with parents and carers which contributes significantly to children's well-being in the setting. The parents and carers are provided with adequate information about the setting which includes information about nursery education and how children work through the Foundation Stage curriculum. They are kept informed of what their children do and their achievements through daily discussions which include the activities their children have enjoyed taking part in. There are some links between home and the setting to extend and involve parents and carers in their children's learning and experiences. This includes informing parents and carers of the planned topics and encouraging them to help their children find suitable items to bring in for the 'show and tell' sessions.

Organisation

The organisation is satisfactory.

Children are cared for in a child-friendly and homely environment. The premises are bright and welcoming and children's work is colourfully displayed throughout the setting. The organisation of all aspects of the setting has developed and improved with a strong focus on developing the children's care and early education, especially when cared for in mixed age groups. The organisation and storage of toys and resources has improved to give children more free choices and enable them to instigate their own play. The high level of adult to child ratio supports children's care, learning and play. 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.

The importance of responding to children's individual needs and working in partnership with parents and carers is recognised. The provider and staff work together to arrange the daily organisation of the setting, ensuring there are sufficient staff available for each age group.

However, there is no system for the provider and manager to monitor and evaluate the overall provision. Changes are made to the daily organisation as required, but plans are not effectively put in place for the overall improvement of the provision to ensure children are progressing in their 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, the planned activities and the setting's policies and procedures. 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 organisation of sessions are timetabled to ensure children receive a balanced nursery education curriculum. There are adequate systems in place for planning children's activities to ensure they are involved in activities which interest them. Staff are aware of how young children learn and incorporate this into the sessions. They work closely together and are flexible in their teaching approach and often alter curriculum plans to allow them to make the most of spontaneous learning events and to follow children's own interests. The key persons effectively use observations to identify each child's strengths and weaknesses. Individual children's assessments help staff to provide children with individual support and personalised learning. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the provider agreed to improve safety for sleeping children and to review the organisation of the mixed group activities.

There are now systems in place to ensure sleeping children are regularly physically checked. Staff are able to monitor sleeping children through the listening device and they physically check them every ten minutes. A suitable record is maintained. As a result children's safety and well-being is assured when they are sleeping.

The organisation of the sessions when children are cared for in mixed age groups has been reviewed to ensure all children are able to take an active part. Staff use this time to carry out appropriate activities which involve all the children. These are adapted appropriately which enables all the children to join in. For example, during story-time staff ensure the book chosen is appropriate for all the children and involve individual children according to their abilities. The younger children point to pictures and name different objects whilst the older children count the different objects and name various different colours. As a result all children are purposefully engaged and are able to take an active part.

Nursery Education:

At the last Nursery Education inspection the provider agreed to review the organisation to ensure children are given sufficient opportunities to make free choices and build on their independence, and to develop the information shared with parents and carers.

The provider has reviewed the organisation to ensure children are given more opportunities to make free choices. This includes more free play timetabled into the daily activity plans. Children now have access to more toys and resources as some of these are stored at their level and they are able to help themselves which enables them to instigate their own play. Children have more opportunities to extend their learning and staff encourage their independence at specific times. For example, children can help themselves to drinks from the water dispenser and they are

encouraged to put on and take off their own aprons when painting. However, this needs further development as staff do not make full use of other opportunities to encourage children to be more independent which would help them to develop their basic skills and become independent learners.

The information shared with parents and carers has been developed to include the forthcoming topics and how they can help their children extend their learning at home. For example, parents and carers are requested to help their children find suitable items to bring in for use during the 'show and tell' sessions. This area is still under development and the provider has not yet evaluated what impact this has had on assisting parents and carers with being involved in their children's development and learning.

Complaints since the last inspection

Since the last inspection there have been two complaints made to Ofsted that required the provider to take action to meet the National Standards. The complaints related to National Standards 1: Suitable person, 2: Organisation, 3: Care, learning and play, 6: Safety and 7: Health. Concerns were raised regarding lack of manager, staffing levels, activities provided for children, deployment of staff and grouping of children, children's sleeping arrangements, lack of hygiene procedures and lack of first aid trained staff. Ofsted investigated by carrying out an unannounced visit to the premises and as a result actions were set in relation to the registration system and the availability of a suitably qualified and experienced person to work with children aged under two years. The response to the actions were satisfactory and Ofsted was satisfied that the provider had taken appropriate steps to address the concerns raised. The provider remained qualified for registration at the time the investigations were closed.

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.

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):

- review the young children's hand washing procedures to ensure hygiene is observed at all times
- develop the systems for monitoring and evaluating the overall provision to ensure plans are effectively put in place to improve the outcomes for children (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):

- develop the organisation of daily routines to further encourage children's independence and to ensure staff make full use of everyday opportunities to extend children's learning.

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