

# Sunflowers Nursery Limited

Inspection report for early years provision

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<b>Unique reference number</b>	EY280208
<b>Inspection date</b>	29/07/2009
<b>Inspector</b>	Beverly Anne Brimble
<b>Setting address</b>	St. Peters Park, Wells Road, Radstock, BA3 3XU
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Sunflowers Day Nursery has been registered since 1997, but re-registered under new ownership in 2004. The nursery operates from a purpose built building, which is situated in the town of Radstock, Bath and North East Somerset. The nursery is arranged into two areas, 'ladybirds room' and 'caterpillars room', both rooms are for children aged two to five-years-old. All rooms are on the ground floor with toilet, kitchen and sleeping facilities available. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 08.30 to 17.30 for 51 weeks of the year. Children attending the nursery are mainly from the local area and surrounding villages.

The nursery is registered on the Early Years Register. A maximum of 44 children may attend at any one time. There are currently 103 children on roll, all of whom are in the early years age group. The nursery is registered to receive government funding for nursery education. The nursery supports children with learning difficulties and/or disabilities.

The nursery is privately owned by joint partners who employ 14 members of staff to care for the children and two domestic staff. Of the staff working directly with the children 10 hold appropriate early years qualifications to level 3 and two are working towards qualifications in childcare.

## Overall effectiveness of the early years provision

Overall the quality of the early years provision is outstanding. Children thrive in a fun and encouraging environment. Staff's excellent knowledge of the individuals in their care ensures that each child enjoys a wonderful range of valuable experiences that help them achieve their full potential. Partnerships with parents, local schools and other professionals are exemplary and contribute significantly to ensuring the needs of all children are exceptionally well met and they get any additional support they need. This means that all children make significant progress given their age, capabilities and starting points. The nursery's lively and inclusive ethos stems from highly motivated and enthusiastic staff, who know and value each child, and are committed to making the setting even better. The nursery's systems for self-evaluation and record of development of the provision are evidence of their outstanding capacity to continue to improve.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop written observation and assessment systems to further support children's learning and development.

## **The leadership and management of the early years provision**

The nursery is exceptionally well managed and all staff are clearly aware of their roles and responsibilities. The joint owners/managers and staff have developed and implemented a comprehensive range of useful policies and procedures that ensure the safe and efficient management of the nursery setting. The daily routine is well organised to ensure every resource and play area is child centred and used to its full potential. Innovative use of resources includes everyday items such as cardboard rolls, tape, string, boxes and textiles that children use to construct tunnels, 'transformers' and various other models. Robust procedures are in place for successful recruitment, induction and training. The commitment of staff to attend training ensures that children are cared for by a dedicated and experienced staff team. The managers are passionate about the standard of care offered to the children and motivate their staff team who are equally enthusiastic and committed to the children. Staff have a very good understanding of their responsibility in safeguarding children. They know and follow the procedures if they have concerns about a child in their care. The security of the premises is excellent and procedures for arrival and departure ensure children are handed over safely to a known adult. Staff carry out daily safety checks and regular risk assessments throughout the year, making sure that all areas, equipment and resources are safe.

Partnerships with parents and carers are outstanding. When children start at the nursery, staff gather information from parents so they can get to know the children and the things they enjoy doing. Parents visit the nursery with their children and home visits are also offered to help children feel secure and settle easily into the nursery environment. Children with learning difficulties and/or disabilities are exceptionally well supported and extensive systems are in place to work in partnership with other professionals, to coordinate support to ensure each child has their individual needs fully met. Parents have many opportunities to share information on their children's progress and development, both formally and informally, including 'celebration evenings' and regular opportunities to read and contribute to their children's record of progress. Parents speak very highly of every aspect of the setting.

Strong teamwork and a shared determination to improve this already excellent provision even further, underpin its success. Recommendations from the last inspection have been fully addressed to improve information for parents. Extensive monitoring and evaluation of the provision enables the management and staff team to identify areas for improvement, and an action plan for development is in place. Children's views are valued and documented to ensure their comments are actioned wherever possible. Consideration is given to the children's, parents' and the views of the staff and other professionals to ensure a high quality service is continually provided.

## **The quality and standards of the early years provision**

Children flourish and make excellent progress within the Early Years Foundation Stage (EYFS). They play and learn in a very child-friendly, welcoming and

stimulating environment. It is a delight to watch the children at play as they are content and thoroughly absorbed in everything they do. There is an exceptional 'buzzing' atmosphere throughout the nursery and children clearly have a wonderful time as they explore the toys and activities around them. They have access to a wide range of good quality resources that offer exciting learning experiences for every child. Children have great fun finding the tools they need to take into the garden and dig for worms, or selecting resources and materials to enable them to make their own 'transformer' models. Children independently access resources and this enables them to make choices and direct their own learning and play, discreetly and skilfully supported by staff. As a result, children are happy, motivated and enthusiastic to learn. Staff are skilful in following children's interests and using open-ended questions to encourage children to think and make connections in their learning. The children build very good relationships with staff and each other, they enjoy close interaction with staff as they look at books or use the laptop computer. The younger and older children play co-operatively together and help each other. For example, at the sand tray an older child talks to a younger peer and shows them what they can do stating 'you can fill the bucket like this'. The children work together to fill a container and take turns to use the spades passing them to each other commenting 'you can have this one'. Children are confident communicators, they initiate conversations, join in group discussions and enjoy sharing what they like to do stating 'I like playing with my friends' and 'I like making sticking pictures'. Children learn about the community in which they live and the environment around them through projects and activities. The staff and children have built a 'circle of friends' which is made up of community members and local businesses, which the children have made contact with, and continue to interact with when activities or projects are relevant.

Staff have an excellent understanding of child development and how children learn. They provide an extensive range of play and learning opportunities and effectively support the children in their play. Staff make regular observations of the children, recording their achievements and identifying next steps for learning and development in their individual progress folders. The management team regularly review the observation and assessment processes used, to ensure children's learning and development continue to be fully supported.

Children learn about a healthy lifestyle through routine personal hygiene practices and daily outside play and exercise opportunities. They enjoy freshly prepared meals which are cooked on the premises and cater for any specific dietary needs. Children learn about keeping themselves safe knowing that you should wear hats outside when the sun is shining. They also learn how to manage themselves within the setting, such as not to run indoors and how to use scissors safely. Children are developing skills for future independence as they learn to settle simple disputes for themselves. They show care and concern for each other, while willingly cooperating with each other whilst tidying up. The nursery provides a relaxed, secure environment where children are valued and behave well. Children respond well to staff's calm and consistent use of effective strategies to promote their understanding of acceptable behaviour.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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