

Sunflowers at St Peter's

Inspection report for early years provision

Unique reference number	EY377431
Inspection date	08/10/2008
Inspector	Hilary Elizabeth Tierney
Setting address	St Peter's Catholic Church Hall, St Peter's Road, CIRENCESTER, GL7 1RE
Telephone number	01285 642473
Email	
Type of setting	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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 at St Peter's is a privately owned play group. It opened in 2008 and is situated in St Peter's Church Hall in Cirencester, Gloucestershire. A maximum of 24 children may attend the play group at any one time. The group is open each weekday from 08.45 to 12.15 term times only. The provider is on the Early Years Register. There are currently 18 children aged from two years to five years on roll. Of these, 14 children receive funding for early education. There are no children currently attending who have English as an additional language or learning difficulties and/or disabilities. Children attend from the surrounding areas.

The nursery employs four members of staff. Of these, three hold appropriate early years qualifications. All have completed first aid and child protection training.

Overall effectiveness of the early years provision

The staff meets the needs of all children and recognise their uniqueness to provide a welcoming, warm, inclusive service. Children enjoy their time at the setting and are making good progress in their learning and development, they are kept well occupied and actively engage in interesting, exciting activities. The staff work closely in partnership with parents to ensure that children's welfare needs and learning needs are met. Children's progress is shared with parents regularly and detailed policies and procedures are made easily accessible for them. The detailed evaluation of the service provided enables staff to identify areas for improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the planning of experiences, to include children's interests, and sensitive observational assessments in order to meet young children's individual needs
- ensure regular evacuation drills are carried out and details of them are recorded.

The leadership and management of the early years provision

The owner of the group is striving to provide good quality childcare and through careful self evaluation has been able to identify the areas for improvement. Detailed policies and procedures have been updated since the new owner took over and all have been shared with parents, along with regular newsletters. All help to keep parents well informed about the changes and progress of their children. The key person system works extremely effectively and all staff know and understand the needs of the children well. They recognise the individual children's needs and interests, however, these have yet to be included in the planning of activities.

Staff safeguard children effectively. Excellent staff ratios ensure that children are well supervised. Staff teach children the importance of keeping themselves safe when on walks around the area and when playing outside. For example, when going on walks staff are careful to explain to children the importance of holding hands and walking sensibly when near the road. All risk assessments are in place, along with procedures for the safe and efficient management. However, to date fire evacuation procedures have not been practised with children.

Children's good health and welfare are promoted through clear procedures put in place by the staff. For example, children are encouraged to wash hands after being outside and before snack times. Children are able to develop their independence and are able to visit the toilets alone. Children have easy access to fresh drinking water during the session and are encouraged to help themselves.

The quality and standards of the early years provision

Staff's commitment is high to ensure they promote children's social, physical and well-being. Outdoor and indoor areas, equipment and resources are suitable and safe for children of different ages. Staff are good role models with a consistent positive approach with the children, they show great affection and care for them. As a result, children are well behaved, understand the boundaries within the setting and are learning to share and take turns extremely well.

Staff have put in place a key person system which is working well and children relate well to their key person and others. Staff are beginning to put in place planning and assessment, but this needs development so that it includes children's interests. For example, some children are interested in cricket, this has not yet been explored in full by staff. Children enjoy interesting, exciting activities and experiences across all areas of learning. They use their imagination when in the garden 'to go to the Zoo' and see the animals, they eat ice cream, ride in cars and interact really well with each other and the staff during this activity. Children take part in lovely walks around the local area. They decide what they are going to look for during the walk, such as, blue cars, red vans and the number five. Staff talk to the children constantly when out showing them things along the way, such as, a tree growing out of a building and the cars, vans and numbers the children said they wanted to look for. Children enjoy looking at books both alone and with the staff, they delight in being read stories by the staff in a group. For example, children take part in the story 'No David' shouting out the next lines to the story and laughing at the pictures.

Children have a good balance between adult-led and child-led activities; this results in them being active learners, thinking critically and playing creatively. Staff ensure support for children's emotional well-being so they are effectively provided with experiences that help them show respect for others and themselves and gives them a sense of belonging, appropriate social skills and a positive disposition to learn.

Staff involve parents in their child's learning and development. Parents spoken to commented on how pleased they are with the care provided by the staff, the

security of the building, displays of work around the rooms and the approachability of the staff.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints to Ofsted since registration.

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