

# Sunflowers Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY234473
<b>Inspection date</b>	24/09/2008
<b>Inspector</b>	Linda Cook / Christine Tipple
<b>Setting address</b>	Mount View, Standard Way, Northallerton, DL6 2XE
<b>Telephone number</b>	01609 781755
<b>Email</b>	<a href="http://www.sunflowersdaynursery.com">www.sunflowersdaynursery.com</a>
<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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Sunflowers Day Nursery was registered in September 2002. The nursery is privately owned along with a second nursery in Pateley Bridge. It is a two storey purpose built facility located within an industrial park in Northallerton. Opening hours are from Monday to Friday, 07.30 to 18.00. The ground floor is accessible and has disabled facilities, however, there is no disabled access to the first floor.

The nursery is registered to provide full day care for up to 60 children on the Early Years Register and the Compulsory and Voluntary Registers. There are currently 80 children on roll from 3 months to 5 years. The nursery is divided into separate units for the age ranges 0 to 2 years, 2 to 3 years, 3 to 5 years. All units have their own rooms and access to enclosed outdoor play areas. There are 18 members of staff, 12 of whom currently hold relevant childcare qualifications.

Sunflowers Day Nursery is registered to receive Nursery Education funding for 3 and 4 year olds.

The nursery belongs to a local cluster group of providers which includes, Broomfield, Brompton and Romanby schools and is also a member of the National Day Nurseries Association.

## Overall effectiveness of the early years provision

The nursery provides a welcoming environment where children enjoy their play and learning. They are settled, confident and develop positive self-esteem. Inclusive practice ensures all children are involved in a satisfactory range of activities which supports their all round development. The owner and staff are committed to ongoing development. They have started to introduce a system of self assessment to identify strengths and weakness in the provision and to monitor and review all aspects of children's welfare and education. However, this is not yet fully implemented. Parents are welcomed and staff work well with them to ensure the children's care needs are met, however, the learning partnership is not fully effective.

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

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

- increase staff's understanding of how children's individual interests can be used effectively to plan a challenging and enjoyable experience and how the key person system can be developed to fully support individual needs
- ensure the organisation of learning environment and resources fully supports young children's access and promotes independence and self-selection
- increase the opportunities for parents involvement in the learning partnership, for example to contribute to initial and ongoing assessments and to continue children's learning at home
- ensure staff rotas clearly show staff attendance and deployment and are available for inspection.

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

The nursery has established a child friendly environment where parents and children are made to feel welcome. All required documentation is in place for the safe and efficient management of the setting. Policies and procedures are detailed and regularly reviewed. These are available to parents together with other relevant information, which is displayed on notice boards. Children's attendance is accurately recorded. However, staff rotas are not sufficiently detailed and do not clearly show accurate times of attendance and their deployment. Systems are in place for staff to gather good information about children's individual care needs. Staff chat to parents at delivery and collection, parents receive regular news letters and are invited to parents evenings. This keeps them well informed of the children's achievements and progress. However, there are no systems in place for parents to routinely contribute to the assessment process or to suggest how they might continue the children's learning at home.

There is a sound recruitment and vetting procedure in place which ensures all staff are suitable to work with young children. New staff follow the induction programme and are issued with a staff handbook. All staff have regular appraisals and these are used to identify training needs. Staff are aware of the setting's policies and procedures and show a good understanding of safeguarding children. Ongoing risk assessments ensure effective actions are taken to manage or eliminate risks and these cover all areas of the provision.

The management have a positive approach to continuing improvement and recommendations from the last inspection have been acted upon. The nursery has identified some strengths and weaknesses and has listed actions needed for improvement within an action plan. They have started to introduce systems to continually evaluate and monitor the care and education provided, however, these are not yet fully effective.

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

Children are provided with a welcoming environment where they have good opportunities to make satisfactory progress in their all round development. Staff engage with the children and develop positive relationships. They praise children's achievements great and small which motivates children and develops positive self-esteem. Key workers enable children to feel confident and safe at nursery, though they do not take responsibility for their routine care needs such as nappy changing. Babies benefit from attentive staff who respond with smiles and cuddles to their sounds and gestures. Most staff confidently use questioning techniques effectively to extend children's learning and thinking.

Systems of observation and assessment satisfactorily monitor children's progress. They begin when the child starts nursery and continue as they move through the provision. Staff use their sound knowledge of child development to plan a good balance of adult and child led play and learning opportunities. However, there are

missed opportunities as these are not linked to the individual children's interests. In response to the requirements of the EYFS (Early Years Foundation Stage), children's individual next steps in learning are also being identified and planned for but are not yet clearly evidenced in every child's learning journal.

Older children develop their independence to a good level as they attend to personal care needs, select resources, choose activities and when to have snacks. However, the opportunities for the younger children for self-selection are limited as not all resources are available to them at their level. The available space in the baby room is not always used effectively with some areas and resources not being available continually through out the day.

Children's personal social and emotional development is promoted well. Children are relaxed, confident, behave well, are eager to participate in activities and remain actively engaged. Good labelling around the setting promotes children's awareness of letters and numbers. Older children are encouraged to label their work and begin to recognise their name in print as part of the arrangements for snack time. All children take part in a wide range of activities which support their physical development both indoors and outdoors. Babies who are mobile have space to move around and to pull themselves up. Soft play equipment enables them to climb and be more adventurous. Outdoors children have daily access to a broad range of resources that enable them to develop their physical skills well. They develop their climbing skills on the climbing frame, which they negotiate confidently. They show good spatial awareness as they skilfully manoeuvre wheeled toys around cones. Well resourced role play areas encourage children to use their imagination and older children to play co-operatively as they act out scenarios. All children have access to natural materials and develop good fine motor skills as they play with sand, water and a variety of media. Older children demonstrate good dexterity as they use pencils, scissors and confidently use cutlery to eat their dinner. Their awareness of the wider world is extended through visitors to the setting. The children particularly enjoy seeing and being able to handle small animals and joyfully participate in a music session.

A clear sick child policy, procedures for nappy changing and the good hygiene routines followed by the children are effective in helping to prevent cross infection. Children begin to learn about the importance of a varied and nutritious diet. Each day they are provided with nutritious snacks which include fresh fruit and vegetables. A cook is employed and meals are cooked on the premises using mainly fresh ingredients. Staff are aware of children's individual dietary requirements and any specific needs are catered for.

## 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

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

### Leadership and management

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

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Satisfactory
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
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](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **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 made to Ofsted since registration or the last inspection.

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.