

Sunflowers Day Nursery

Inspection report for early years provision

Unique reference number 400469
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Inspector Rachael Flesher

Setting address Low Wath Road, Pateley Bridge, Harrogate, North
Yorkshire, HG3 5HL

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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).

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 March 2001 and is privately run by Warnes Nurseries Ltd. It operates from four rooms in a purpose built unit adjacent to the local senior school in the rural village of Pateley Bridge, in the borough of Harrogate. Children have access to two secure outdoor play areas. The nursery is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of 42 children at any one time. There are currently 52 children on roll in the early years age group. The nursery is open each weekday from 07:30 until 18:00 for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. They serve the local and wider community and currently support children with Learning Difficulties and Disabilities. The nursery also provides a holiday provision for children in the early years age group. The nursery employs 18 staff. The manager has been awarded Early Years Professional Status, two staff hold a level four qualification, one of whom is working towards a foundation degree. A further four staff have a level 3 qualification, one of whom is also working towards a foundation degree. A further four staff have a level 2 qualifications, three of whom are working towards a level 3 and two staff are working towards other qualifications. The team are working towards the North Yorkshire Quality Assurance Scheme.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The provision is effective overall due to the extremely strong leadership and management and whole teams commitment to reflective practice and continuous improvement. Children's welfare is promoted to a high standard, ensuring they are safeguarded, healthy and well cared for. The needs of all children are met through well qualified and knowledgeable practitioners who work closely with parents and other professionals to support them appropriately. Children are provided with an exciting range of opportunities to enable them to learn and develop and as a result, are making good progress towards the early learning goals.

What steps need to be taken to improve provision further?

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

- continue to develop systems for identifying children's individual needs, interests and learning styles and using these to motivate children to learn and develop across the six areas of learning
- develop practitioners knowledge and understanding to enable them to further challenge and extend children's thinking and learning through effective questioning and adult led activities

The leadership and management of the early years provision

The manager, who is also an Early Years Professional, leads a collaborative learning culture providing time and space for knowledge sharing and support for continuous professional development for all staff. This ensures staff have up to date skills and qualifications, and are motivated and supported to progress and develop. Extremely well organised and effective records, policies and procedures required for the safe and efficient management of the setting are in place, understood and implemented by all staff with a high level of consistency. These are also shared with parents. This ensures all children are safeguarded, included, their needs met and are making good progress. Thorough processes for self-evaluation are in place that involve the whole team and actively seek the views of parents, children and external professionals. As a result, key strengths and areas they would like to develop further are successfully identified, with clear action plans and targets in place. The whole team demonstrate a strong commitment to reflective practice and continuous improvement and strive to provide high quality care, learning and development opportunities that have a positive impact on the outcomes for children.

Excellent partnerships are in place with parents, settings where children also attend and a range of professionals to support and meet every child's needs, ensure their welfare and provide continuity in their learning and care. This includes strong links with the local school to fully support children during times of transition. Parents involvement in the setting and their children's learning and development is positively encouraged. Highly effective information sharing systems are in place to ensure all parents are fully informed and staff have an in depth knowledge of each child's individual needs, interests and things important to them at home in order to provide for these and help them settle.

The quality and standards of the early years provision

Effective systems are in place for gathering information from parents and observing children to assess their current stage of development, needs and interests. These are clearly recorded and used alongside the practice guidance to identify next steps in their learning and shows the good progress children are making towards the early learning goals.

Staff use this information to enhance the provision and plan exciting and motivating learning experiences across the six areas of learning that interest and stimulate most children. Children of all ages enjoy exploring sensory and messy play opportunities such as dried peas, cooked pasta and cornflour mix. Heuristic play and treasure baskets are provided for babies and young children to explore and investigate the different textures of natural and man made materials. Children enjoy taking part in role play and dressing up, and cosy areas are provided for children to relax, rest and look at books.

They also enjoy mark making and practising their emerging writing skills and use mathematical language as they sort objects by colour and size. Children

confidently use the computer and take photographs on the digital camera to record their views of the nursery.

They are encouraged to lead and direct their own play. Resources and materials are stored to enable all children to freely access them and they confidently explore the environment and become deeply involved in their own play and learning. However, strategies to support and extend children's thinking and learning such as adult-led activities and effective questioning are not yet fully developed. Children of all ages have ample opportunity for fresh air, exercise and outdoor play.

They are provided with appropriate clothing, such as wellies and waterproof suits to enable them to make full use of the experiences provided that support them to develop and learn across the six areas of learning. They splash in muddy puddles, investigate patches of ice, dig in the sand, paint a mural, make marks with chalk, run and balance. Younger babies are taken outside in slings and back carriers while older babies play in the garden, and all children go for regular walks in the surrounding countryside and swimming lessons are provided for older children.

Children's welfare is extremely well promoted, exciting and highly effective opportunities are provided for children to learn about how to keep themselves safe and healthy. Children are encouraged to take safe risks, such as exploring ice and climbing on rocks and investigate how to be safe in the dark by wearing luminous clothing and using torches. Personal care is positively promoted. Children independently access the toilet and wash their hands and learn to brush their teeth correctly with fun resources. They enthusiastically help prepare their healthy snack, chopping the banana and pouring in the milk to make smoothies. Mealtimes are a relaxed social occasion, and children serve themselves choosing from a variety of healthy toppings and salad, attractively presented in bowls to have with their jacket potatoes. All meals are extremely well balanced, using locally sourced, seasonal produce where possible and they grow and harvest their own vegetables. Children with additional needs are being supported well as staff access support and guidance from the local authority inclusion officer and other professionals, securing funding where appropriate to extend their resources and equipment. They are also learning sign language to help communicate with children with hearing difficulties and work closely with parents at all times. Behaviour is well managed and children are learning to share, take turns and consider the feelings of others. Opportunities for children to understand about their local community and wider world are provided, including having visitors to the setting, exploring other cultures, acknowledging difference through resources and celebrating festivals traditional to other religions.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 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 no complaints made to Ofsted since 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.