

Sunflowers Day Nursery

Inspection report for early years provision

Unique reference number EY375018
Inspection date 26/02/2009
Inspector Rosemary Beyer

Setting address Sunflowers Day Nursery, 2-4 Golf Links Road, HULL, HU6
8RA

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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).

Description of the setting

Sunflowers Day Nursery has been registered since 1995. It is a privately owned provision situated in the Cottingham area of Kingston Upon Hull and has recently changed from sole trader to a limited company. The nursery operates from two separate adjacent buildings and the accommodation is on two floors. It comprises of two baby rooms, a toddler room on the ground floor and an older toddler room and pre-school room on the first floor. There is an enclosed garden at the rear of the premises that is divided into different areas and has a supply of equipment for outdoor use. Office and kitchen facilities are also available.

Opening hours are from 07.00 to 18.00 Monday to Friday all year round, with the exception of a week at Christmas. The day nursery caters for children from six weeks to under five years and also provides nursery education for children aged three to five years who are in receipt of funding. Children come from the surrounding areas and the nursery welcomes and supports children with learning difficulties or disabilities, although there is no lift to the first floor, and those whose speak English as an additional language. The owner has a nursing qualification and 19 staff are employed to work with the children, 11 of whom are qualified to level 3 or level 2 in childcare. There is also a housekeeper who has responsibility for the provision of meals and domestic duties. The nursery holds an Investors in People award, is a member of the Pre-School Learning Alliance and receives support from development workers at the East Riding of Yorkshire council.

Overall effectiveness of the early years provision

The overall effectiveness of the early years provision is good. The nursery promotes children's welfare successfully and ensures they are safe and secure. They are well engaged in the activities provided and the older ones select resources for themselves. Effective comprehensive monitoring and assessment ensures they make good progress in all the areas of learning. Self-evaluation is an ongoing aspect of the setting, and plans are in place for future development. As part of the previous discussions during staff meetings the sensory garden has been developed and new resources acquired. Parents are also consulted for suggestions, and they are kept well informed about their children's development.

What steps need to be taken to improve provision further?

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

- develop opportunities for children to experience natural materials in their play

The leadership and management of the early years provision

The setting is led and managed well, with an established group of staff in post, providing continuity. Robust systems are in place for the employment of new staff,

and a comprehensive induction procedure ensures they are able to fulfil their role. All staff are supported through regular staff meetings and appraisals with an expectation that they will undertake training to further their own future development and improve their practice within the nursery. They are also expected to participate in the self-evaluation process, making suggestions or comments for future improvements. As a result of these discussions a sensory garden has been created and plans are in place to develop the outside area for children to grow more vegetables and widen their knowledge of the natural world and promote healthy eating.

All staff have a good knowledge of safeguarding procedures and understand their role in protecting children. Regular training sessions ensure they are kept up to date with current practice. There is also an ongoing programme of first aid training so certificates are renewed in time.

Staff obtain information from parents when children start to attend the nursery and also then update the information whenever children change rooms. This ensures they can meet the children's individual needs. Parents receive comprehensive information about their children's progress and can contribute to the assessments made about their children. They are therefore very involved in their children's learning and understand how they are progressing. They also receive information about the activities the children will be undertaking and how they can support them at home.

Comprehensive policies and procedures are in place which are regularly reviewed and effectively implemented to ensure the safe and efficient management of the setting. Parents are able to access them and are given information about the complaints procedure and Ofsted contact details. The brochure gives parents information about the setting and what they and their children can expect during their time in the nursery.

The environment is well planned to promote communication and literacy skills, and takes account of those children who speak English as an additional language. Activities and resources are planned to take account of the needs of all children who attend. Books and stories are a constant part of the provision, with babies enjoying looking at pictures and listening to stories through to the preschool children who are starting to recognise simple words.

The quality and standards of the early years provision

Children make good progress in all the areas of learning because the staff have a good knowledge of the early learning goals. Information about children's achievements, interests and needs is used to support them in the next steps in their learning and development. Staff provide appropriate themes and activities taking account of their development. Children are also able to make suggestions for activities and select resources for themselves. The staff have experience of caring for children with learning difficulties and disabilities and the designated member of staff ensures individual learning plans are produced to support their development.

The children and babies are settled and confident in the nursery. They use a good range of resources and can select for themselves. Staff assist when needed although older children are very supportive of younger ones, for example helping them with the computer or doing up shoes before outside play. All the children are encouraged to become independent and the positive environment supports them. The children are eager to participate in the activities on offer and both the toddlers and preschool children concentrate well to complete their chosen tasks. They are friendly and building good relationships. The older ones asked why the inspector was in the nursery and were very positive in their comments about the care they receive.

Children's understanding and knowledge of healthy living is being promoted very well. They have a positive attitude to healthy eating and thoroughly enjoy mealtimes. They are provided with a well balanced and nutritious selection of meals and snacks, produced on the premises. Special diets or allergies are considered to ensure the children's needs are met. The children also display a good understanding of the need for fresh air and exercise, and how to look after themselves by keeping warm in winter.

Staff are very aware of safety issues and put measures in place to minimise risks and avoid dangerous situations. They practise fire drills with the children and teach them to employ good road safety practice when out on walks in the community. The children learn to use resources safely and carefully to prevent accidents, and help to tidy away before the next activity.

The children behave very well. They are polite and well mannered, learning from the good role models provided by staff. During games they take turns and share, whether playing board games or using the story corner to listen to their favourite tales. They also happily take turns with the computer, giving advice when needed or discussing the aims of the games. Photographs of the children and samples of work are displayed throughout the nursery and provide good opportunities for children to reminisce about what they had done.

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.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

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?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
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 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 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.