

Sunflowers Too...Day Nursery

Inspection report for early years provision

Unique reference number EY375010
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Inspector Jackie Phillips

Setting address 2 Station Road, Hessle, East Riding of Yorkshire, Yorkshire,
HU13 0BB

Telephone number 01482 627758

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 Too... Day Nursery registered in 2008. It is located in the Hessle area on the western outskirts of the City of Kingston upon Hull and is one of two privately owned provisions. Children attend from the local and surrounding areas, the majority for flexible sessions. The setting is registered on the Early Years Register. Registration is for a maximum of 44 children under five years of age, 22 of which can be under the age of two years. Currently there are 87 children on roll. The setting welcomes and supports children who use English as an additional language and who have learning difficulties and/or disabilities.

Care is provided for children on two floors of the property, with younger children located on the ground floor. Bathroom and nappy changing facilities are provided and in addition there is a separate sleep room for babies. A fully enclosed garden, divided into interesting areas, is available for all children to use with hard and grassed surface areas. Office, storage, staff and kitchen facilities are also provided. The setting operates Monday to Friday, between 07.00 to 18.00 all year round, except for public holidays and a week at Christmas.

There are 15 members of staff, including a manager with day to day responsibility for the setting and a housekeeper. The majority of staff are qualified and hold recognised childcare qualifications. The setting successfully achieved Investors in People award in January 2009 and is a member of the Pre School Learning Alliance.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Care is provided for children in a warm, welcoming and inclusive setting. The welfare of children is given high priority. Some areas of the provision are outstanding, particularly children's learning and development. The needs of all children are met through adults secure knowledge of recognising and responding to the uniqueness of each child. Self-evaluation processes are clearly focused to include all stakeholders and plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the written procedure to be followed in the event of a child going missing
- develop pictures of positive images around the setting to support children's learning and embrace differences in cultural diversity and disability
- apply consistent hand washing routines to ensure the good health of all children and prevent the spread of infection.

The leadership and management of the early years provision

The setting is led and managed to a very high standard. All staff work very well together as a team and have high aspirations for children's learning and development. Together they create an inspirational setting for children where great emphasis is placed on sharing information, not only with each other but including parents and children. For example, through a varied display of notices, menus, posters, pictures, planning records, examples of children's work and photographs. This helps parents to be fully informed and children feel valued and included. In particular, an interesting display in the reception area, aimed at adults and children, raises the importance of being involved in a range of health and well-being aspects. It clearly shows how children have tasted a variety of fresh fruit and vegetables and have chosen their favourite. The display includes information regarding the benefits of a varied and nutritious diet. It also raises the important issue of accessing fresh air, physical exercise and outdoor activities; indicators to avoid a sedentary lifestyle. Evidence of pictures of positive images around the setting are however, currently limited.

All staff, parents and children have contributed to the process for assessment, improvement and future development. For example, information gathering has taken place through parent and child questionnaires, team meetings, suggestion boxes and other participative methods. This means that the effectiveness of the provision and outcomes for children are monitored through regular quality checks and reflective practice leading to clear identification of targets for further improvement. There is a common sense of purpose between adults who work together and in building positive relationships with parents and partners in the wider context.

Parents are actively encouraged to share what they know about their child, particularly when the child first starts to attend. Visits are arranged to help the child to familiarise and this is continued as transition takes place throughout the setting. Staff record details of children's starting points, personal details, preferences and routines which assist them to recognise and follow the child's routine, particularly for babies and young children. Special requests are also considered, for example sleeping arrangements, medical and dietary requirements and in response to specific needs children have. Ideas are shared with parents to enable them to be involved in children's learning process. The partnership with parents and external agencies is exemplary. This ensures that children receive the support they need and information is successfully shared to fully support the continuation and integration of care, learning and welfare of children.

Children are cared for in a secure and safe environment. They are helped to understand personal safety by being involved, for example, in the emergency evacuation procedure of the setting and learning how to transfer up and down the stairs in safety. The majority of systems for record keeping support children's safety, although the policy for a missing child is limited in information to ensure it is a fully effective procedure for all staff to follow. Staff access regular training

opportunities to ensure they are knowledgeable regarding, for example, safeguarding children and administering first aid.

The quality and standards of the early years provision

Children make significant gains in their learning because exceptional organisation of the educational programmes are in place and the learning environment, indoors and out, is vibrant and motivating. Adults place great value on children learning through play. They plan a broad variety of stimulating and challenging activities that enable children to progress through educational events and rich experiences that are either child-led or adult-initiated. For instance, young babies are able to raise their sensory awareness as they experience play using red and yellow jelly, made available to them on shallow trays. The babies were delighted to feel, and some even to taste, the jelly. When one child indicated that she wished to feel the jelly using her feet the member of staff present quickly used her initiative and allowed the child to experience it using her toes.

All rooms are presented extremely well. They are welcoming, bright and benefit children by providing lots of natural light and good ventilation. Toys and resources are easily accessible to children to encourage their choice and decision making. Areas are well defined to help children concentrate, focus and benefit by experimenting with a broad selection of materials making links in their learning. For example, mark making materials, maths resources and access to story and reference books. Mini displays, illustrative posters, good use of labelling and prominent written questions displayed around the setting remind adults to use a wide range of techniques and strategies to help children respond, react, analyse, question and think critically. Children benefit by this as they are seen to be active and motivated learners, confident, independent and with excellent levels of achievement.

Staff are knowledgeable of the Early Years Foundation Stage and use their knowledge extremely well to help all children attending the setting to enjoy and achieve. They use the indoor and outdoor space successfully and children have opportunity to learn and develop in both areas equally well. Outside children benefit from accessing a spacious, safe area with provision to plant seeds, dig in the soil, investigate wildlife, develop their senses and use the super range of equipment to practice and refine a number of physical competencies, such as swinging, climbing and balancing. Many practical experiences are planned for children, such as through trips and outings, use of everyday information and communication technology, sand and water play and visitors to the setting to share their skills, talents and experiences. Staff successfully use what they know about children to observe and record development and progression and share this knowledge effectively with parents. Children's interests are used to inform planning and secure methods ensure that the next steps in children's learning are identified and addressed.

The welfare of children is seen in the high commitment of staff in implementing effective strategies to promote children's social, physical and economic well-being. It is significantly enhanced by policies, procedures and practice that are robust and

in the main, implemented with a high level of consistency. The housekeeper, who also cooks for children, is a valuable member of the team and ensures she is well aware of babies and children's individual dietary requirements. She speaks to children daily and asks their opinions on which type of potatoes they might choose for that day, for example, wedges or mashed. She produces a wonderful range of freshly prepared, delicious meals that contain a very good balance of dairy, poultry, fish, pasta, beans and fresh vegetables and fruits. The menu is displayed, regularly rotated and shared effectively with parents.

Adults teach children to enjoy their learning, behave well and keep safe and healthy. Children are given opportunities to learn and play alone or in the company of others. They are inspired to be confident and active learners and to share their thoughts, feelings, ideas and concerns. They make choices, decisions and respond well to the expectations of those around them. They learn about the needs and lifestyle of others and to understand the world about them. Children are encouraged to take care of their environment and contribute in positive ways, for example, by being involved in tidying up, caring for the garden and by being active in recycling resources and materials.

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?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
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?	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

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.