

# Sunflower House Nursery

Inspection report for early years provision

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**Unique reference number** EY293958  
**Inspection date** 09/02/2009  
**Inspector** Juliette Jennings

**Setting address** Kendal Road, Shrewsbury, Shropshire, SY1 4ES

**Telephone number** 01743 457250

**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).

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

Sunflower House Nursery is one of seven childcare settings run by Hazles Farm Childcare Ltd. It opened in 2005 and operates from four main childcare rooms, with the addition of a sensory room and a soft play room, in the purpose-built Children's Centre in the Harlescott area of Shrewsbury, Shropshire. The nursery is open each weekday from 07:30 to 18:00 all year round. All the children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. A maximum of 54 children may attend the nursery at any one time. There are currently 97 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with learning difficulties and/or disabilities.

There are 14 members of staff, 13 of whom hold appropriate early years qualifications to at least NVQ Level 3. Two members of staff have recently achieved Early Years Professional Status. One staff member is currently working towards an appropriate qualification. The setting has recently gained a quality assurance award and provides funded early education for three- and four-year-olds.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children benefit from a well-organised, interesting and secure setting, with effective policies and procedures in place which reflect good practice and which are implemented fully by all staff. The enabling environment and good support from knowledgeable staff means that all children enjoy child-initiated opportunities within a colourful, exciting and interesting indoor and outdoor learning space. Partnerships with parents are very strong; the nursery seeks to involve parents as much as possible, and is proactive in providing an extensive range of opportunities so that families can be fully supported and involved. This is further supported by effective systems that support an inclusive atmosphere and ensure that the needs of all children are fully met. The processes for self-evaluation and reflection so that continuous provision is enabled are good, with highlighted areas for improvement so that the setting can continue to improve the outcomes for all children.

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

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

- make sure that the space for children aged under 36 months is organised so that they can be interested in and progress across all areas of development within the continuous provision, particularly mark-making and aspects of creativity
- make sure that potentially hazardous items in low-level cupboards are

inaccessible to children.

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

Children are cared for and supported well in their development by staff who are skilful, enthusiastic, knowledgeable and have a solid understanding about how children learn best. They develop strong relationships with all children and provide a wide range of opportunities in a colourful, stimulating and secure environment. Consistent systems are effective in supporting children as individuals and this means that children make good progress in a happy, caring and exciting space. Staff nurture children as unique individuals and encourage independence and self-esteem very well.

Staff are supported very well by a strong management team, along with detailed procedures which are consistent and reflect good practice. This in turn helps staff to carry out their roles and maintain a positive, motivating and caring learning environment for children. Adults work well together as a team and know their roles and responsibilities so that the nursery operates smoothly. Robust systems for recruiting and supporting staff are in place and training opportunities are frequent so that individuals can continue to develop their early years expertise. Effective systems for safeguarding work generally very well in practice, although there was one safety issue highlighted at inspection. Detailed policies and procedures reflect Local Safeguarding Children Board guidance and are complimented by ongoing training so that all staff are equipped with information about what to do if they have concerns about any children.

The procedures for self-evaluation and quality assurance are effective in identifying strengths and weaknesses and are used in conjunction with advice from local authority support to continue to maintain and improve strong outcomes for children. In addition, strong links are maintained with professionals within the Children's Centre and this enables a community service which supports children and their families very well. This area is particularly strong and is an excellent aspect of the provision. Parents and families are encouraged to become fully involved in nursery life through open days, childcare related activity sessions and sessions to support parents' interests.

Partnerships are well established and ensure that the needs of all children are met. Systems for communication between parents and nursery staff are very good, with detailed verbal feedback, daily diaries completed for younger children and plentiful photographs and colourful displays to relay what the children are enjoying as they attend. Staff are prompt at identifying children's needs and have systems for information sharing with colleagues, parents and, where appropriate, interagency teams to ensure that each child receives any support they might need.

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

The provision to support and recognise children and their families in an individual way is outstanding. Children are recognised as unique individuals by all staff and

supported fully to make choices about what they want to do, access favourite resources and extend their own learning. Systems for assessment work very well in identifying learning needs and staff are skilled and prompt at highlighting any issues to be addressed or threaded back into planning to ensure continued progress. Children feel secure and confident in their surroundings and have excellent relationships with staff, who obviously thoroughly enjoy their time with the children. They are encouraged to respect others' thoughts and feelings in discussions, share and take turns in games and develop good manners through daily routines. Children are fully encouraged by staff to develop their independence and make choices about what they want to do within the routine of the nursery day. They become aware of the wider world through discussions, themed work and access to positive images in toys and resources.

Children enjoy a well-organised learning space where they can access a wide range of opportunities through indoor and outdoor learning. The outdoor area is interesting and exciting, and staff enable children to access this area as much as they can during the routine of the day. They are able to climb, balance, move around freely, explore areas of interest or sit quietly with their friends in the willow cave area. Children enjoy healthy snacks of ham, cheese, fruit and vegetables alongside drinks of water or milk and have good opportunities to enjoy hot lunches, or for younger children, prepared bottles of milk which are provided by parents. Parents of babies can choose to breast feed their children in a quiet area if they wish to. Older children are able to access a drink of water whenever they wish as it is readily available within the rooms.

Generally robust systems are in place and implemented by staff and this helps to ensure that children are safe and secure whilst attending the setting. For example, secure entry systems include checking visitors for identification, password systems are in place for the collection of children and all doors are securely locked. However, there were some potentially hazardous items in low-level cupboards in the toilet area for older children, although management acted quickly to address this once highlighted. Procedures to safeguard children reflect local safeguarding guidance and all staff have accessed, and are about to update, training. This is further supported by the strong partnership with parents, other agencies and the Children's Centre staff and this means that staff can act quickly to address the needs of children and their families.

Children enjoy a purpose-built, interesting and exciting environment, and staff are good at ensuring that the available space is used generally well, particularly the use of the multi-sensory room and the soft play room. Children's work is displayed in a pleasant manner, colourful equipment and resources are plentiful, and notice boards with photographs and posters all contribute to a child-orientated space. Younger children and babies develop strong, affectionate relationship bonds with their key person and are sensitively nurtured to explore and discover in safety. They particularly enjoy exploring the shredded paper which covers the floor, or the dried pasta shapes which begin in a large container and end up covering the carpet. However, the provision for this age group to begin to make marks and use creative resources is sometimes limited due to the organisation of the rooms throughout the continuous play provision. Older children spend extended time developing their role play games in the snow cave, building tall towers of coloured

bricks, looking at the pictures in favourite books, or developing a complicated role play with small world toys.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	1
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](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 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.