

Sunflower @ Cambourne

Inspection report for early years provision

Unique reference number	EY382126
Inspection date	16/02/2009
Inspector	Kelly Eyre
Setting address	2 High Street, Great Cambourne, Cambridge, Cambridgeshire, CB23 6BJ
Telephone number	01954 719440
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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

Sunflower @ Cambourne was registered in August 2008 and is one of two nurseries owned by Cambridge Housing Society Limited. It operates from a purpose-built building situated in the village of Great Cambourne, near Cambridge. A level entrance means that the premises are accessible. Children have access to the fully enclosed outdoor play areas.

The setting receives funding for early education. It is open each weekday throughout the year, except for bank holidays, and sessions are from 08:00 to 18:00. The setting is registered on the Early Years Register to provide 100 places and there are currently 37 children attending who are within this age group. Most of the children live locally and in the surrounding villages. A small number of children attend other settings such as local nurseries.

The setting is also registered to offer care to children aged over five years. This provision is registered by Ofsted on both the voluntary and compulsory parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are currently no children on roll in this age range.

There are 10 staff members. Of these, eight hold relevant childcare qualifications and two are participating in training to achieve a qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The thorough knowledge of each child's needs ensures that staff can promote all aspects of children's welfare and learning successfully and ensures that they are included in all activities and routines. The flexible approach to planning is a particular strength, ensuring that children are consistently offered appropriate play opportunities and experiences. The sound self-evaluation procedures mean that the setting has an effective understanding of its strengths and weaknesses. They devise clear action plans and implement appropriate changes, resulting in a service which is responsive to the needs of all children.

What steps need to be taken to improve provision further?

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

- develop further the methods for self-evaluation to clearly show strengths and weaknesses and the review of action plans
- develop further the assessment procedures to clearly show children's starting points and plan next steps.

The leadership and management of the early years provision

The setting has thorough procedures to ensure the continuous evaluation and development of their service. Staff participate in a range of additional training and seek feedback from parents to enable them to review their work and identify weaknesses. The manager and staff develop clear plans for the future, to lead to the potential to improve outcomes for children. Recent changes have included the introduction of cooking sessions for children of all ages, to offer them further opportunities to understand the relevance of healthy eating and the preparation of food. However, the details of self-evaluation are not always recorded and this means it is difficult to monitor the impact of improvements.

Children's daily experiences of the setting are positive and they are cared for by enthusiastic, motivated staff who are offered clear support and guidance from the manager. The daily implementation of practical policies supports the efficient running of the setting, thereby ensuring that children are cared for in a safe, secure environment. Daily safety checks are carried out and the comprehensive risk assessments are regularly reviewed. Children are therefore able to move safely between their activities. Thorough procedures for safeguarding children ensure that their welfare is promoted and they are protected at all times.

The setting works well with parents and carers, ensuring the efficient exchange of information in order to provide consistent care and promote children's learning and development. For example, there are comprehensive procedures to obtain information about children's likes, dislikes and daily routines. The setting has established links with some other settings, such as local schools, in order to further promote children's learning.

The quality and standards of the early years provision

Children are consistently offered a wide variety of activities and play opportunities that enable them to make good progress in all areas of learning and development. Staff react quickly to children's changing developmental needs because the activity planning is flexible and is influenced by the daily observations of children. The good balance of adult-led and child-initiated activities means that children are able to express themselves and are encouraged to explore and be active in their learning. However, children's development is not fully promoted as the assessment procedures do not consistently show their starting points and are not always used to inform the next steps.

The good settling-in procedures mean that children's emotional development is promoted and they have secure relationships with staff. For example, babies and young children happily explore a range of resources such as textured materials and shakers, smiling and laughing as staff play alongside them. This sense of security runs throughout the setting, with children confidently stating their views and independently choosing their activities. For example, children explore the painting materials, sand tray and junk-modelling resources. The thoughtful provision of an extended range of opportunities encourages children to explore and learn about

the environment. For example, they care for pets such as fish and African Land Snails, and grow a variety of plants and herbs to be transferred to the outdoor area.

The attractively arranged, easily accessible resources mean that children are able to make independent choices and are inspired to extend their play. For example, young children confidently choose play resources from a low-level storage unit and thoroughly enjoy exploring the plastic bottles filled with a variety of items such as glitter, sequins, coloured water and grains. Children are further encouraged to explore and experiment because staff allow them time and space, offering support when needed. For example, children explore large cardboard tubes, working out the best method to join them, adding small toy animals to see how they move up and down the tubes as they are tilted and later incorporating the tubes into their role play.

Children of all ages enjoy opportunities to count, solve simple problems and recognise numbers. For example, older children play number games, use pretend money in their role play and add the numbers to a clock face they have made. Younger children begin to solve problems, for example, filling and emptying a range of different containers and comparing the volumes. Children happily work independently and in small groups, sharing their thoughts and ideas. For example, children discuss what they are making from the junk-modelling materials, passing each other equipment and eagerly demonstrating the items they have constructed.

Children's overall development is promoted because staff are flexible, confidently responding to children's requests, and to incidental learning opportunities. For example, children count how many people are sitting at the table and work out how to cut up the remaining food in order to share this fairly. They are gaining a good understanding of the relevance of healthy practices, explaining why they need to wash their hands before eating and why they finish their meal with a piece of cheese.

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 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 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.