

Sunflowers Day Care

Inspection report for early years provision

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Inspection date

15/12/2009

Inspector

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Setting address

St. Michaels & St. Johns RC School, Lowergate, Clitheroe,
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Type of setting

Childcare on non-domestic premises

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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 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.

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Description of the setting

Sunflowers Day Care was previously registered in 2004 and re-located to St Michael's & St John's Roman Catholic School in Clitheroe in 2009. The setting offers before and after school care, holiday care and day care for children aged from two years to eight years of age. Older children may also attend. During term time, the setting is open Monday to Friday between 7.30am and 6pm with children who attend the school joining at 3.30pm. Registration is effective on both the Early Years Register and the Childcare Register. A maximum of 30 children under eight years may be cared for at any one time. Of these, not more than 24 children may be in the early year's age range. There are 27 children on roll of whom nine are in the early year's age group.

Children are cared for in the dining hall, main hall, foundation class craft area, library, computer room, detached pre-school unit and designated outdoor play areas. The childcare qualified registered provider leads and manages the provision on a daily basis along with her team of three qualified staff. Support and training is accessed from the local authority and membership of the Pre-school Learning Alliance is maintained.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time attending this setting where the staff provide a welcoming environment, recognise the children's interests and support them to feel included and safe. Excellent systems are in place to maintain effective working relationships with parents, others and the school to provide a secure knowledge of every children's care, learning and developmental needs. Ongoing appropriate reflection of the setting ensures that plans for the future are well targeted to bring about further improvement so that the outcomes for all children are continuously improved.

What steps need to be taken to improve provision further?

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

- continue to develop the outdoor play area so that areas of learning can be offered outside as well as inside.

The effectiveness of leadership and management of the early years provision

The setting places safeguarding children as one of their main priorities. The provider and all staff have a good understanding of the procedures to follow should there be any child protection concerns and are keen to maintain up to date knowledge of current guidance and procedures. Robust systems are in place to

assess and minimise risks to children including the premises, outings and equipment. Security of the premises is good and all visitors are checked upon entry, thereby promoting children's safety. All necessary checks are made on new staff, including their qualification status at the time of appointment, to ensure they are safe and suitable to work with children. The setting promotes equality and diversity well and children who have identified special educational needs are supported adequately. Information is gathered about children's interests at enrolment and used as part of each child's learning journey profile so that planning is informed. On going partnership with parents and others, contribute to meeting each child's learning and welfare needs competently.

All children are encouraged to participate in all activities. They learn about diversity through resources and discussions with staff, helping them to value and respect others. During Chinese New Year, children ate noodles at snack time and took part in related craft activities about this festival. Toys and resources are stored so that they are accessible to the children ensuring that they can choose what they want to play with or ask for things not already presented to them. A quiet area is available in the school library, where there is a wide selection of books for enjoyment as well as reference, and access to the school computer suite benefits children's knowledge of information and communication technology. Useful information is given to parents at the beginning of their child's placement and copies of all relevant information and policies are always available on the shelf or notice board for reference at any time. The club and the school are committed to working together in the best interests of the children. Comprehensive arrangements are in place to share information about children's starting points and there is regular shared dialog about children's progress towards them achieving the early learning goals. The school willingly share some of their resources, such as outdoor play equipment and involves the club in general school activities like the school nativity play.

The registered provider is proactive in developing ways of evaluating the service she provides for children and has clear ambition for the future so that outcomes for children are continuously improved. The staff team evaluate their practice regularly both formally and informally and are all committed to increasing their knowledge and understanding of child development and learning. This process is on going, with individual training profiles written that identify future training needs clearly mapped out to ensure that requirements of registration are met and exceeded. Areas for improvement have been identified along the way and changes are made to support good outcomes for children. Parents are encouraged to give feedback about the service through questionnaires and discussions. During inspection, a parent reported that she was completely happy with the service offered to her child after school. One three-year-old said she 'liked to play with her friends and go to the library'.

The quality and standards of the early years provision and outcomes for children

Children are happy, settled and engage well in their play and planned activities. The setting is welcoming and friendly and children are included into the life of the

school as well as having their own separate identity as a private day care setting. Staff interact with the children very well and work closely with them so that their individual needs are met. The good key worker system employed here allows each child to be matched individually according to whom they bond best with during their settling in period. The staff join in with the activities and support them in areas they find challenging so their learning is promoted effectively within this relaxed care environment. Children have choices regarding what activity they want to do or which toys they play with. Children of different ages play well together, the older children are seen supporting the younger ones and their behaviour and manners are good. Suitable observations are recorded against each of the areas of learning with children's next steps clearly identified.

Inspiring ranges of planned activities are provided, however, staff are able to change the plans according to children's interests or when a different learning opportunity arises. There is a good mixture of free play and adult led activities. Children enjoy being creative and draw and colour at the creative table, as they make Christmas related items of their choosing. Some made masks or simple puppets to take home. The ongoing Christmas card making activity and the tree decoration activity continues over the week, so allowing children to make choices as well as having the activity available to every child according to their patterns of attendance. Staff praise the children for their work, some of which is displayed on the wall. Outdoor play is a daily occurrence and a good range of resources is available to encourage movement and physical development. There is a new area available for children to play in outside which will enhance the learning environment in the future. Children enjoy playing imaginatively with the tray of polystyrene balls, hiding small play animals and searching for where others may be hidden as they engage their problem solving skills in this game. The library area is a comfortable place where children can indulge in a few quiet moments or listen to a story read to them. Children chat to each other and staff during activities, promoting their communication skills. Planned activities support children in developing their knowledge and understanding of the world, for example, the recent nature topic of 'New Life'. Children planted beans in their jars with blotting paper and watched as the beans developed their 'chutes' and grew tall. They measured the tallest beanstalk, cooked, and ate beans, so gaining many different learning opportunities from this one activity.

Children learn about leading a healthy lifestyle through the routines in place in this setting. For example, they wash their hands when coming into the after school club and before snack time. Staff remind children to wash their hands also at toilet times so they are forming good habits for the future. Snacks contain healthy items such as fruit, raw vegetable with dips and ham or cheese sandwiches. Younger children who attend during the day enjoy partaking in the school meals that are prepared in school. They make choices from the menu, which is healthy and nutritious, and they become accustomed to eating in this environment in preparation for going to school. Children learn about safety through having clear boundaries and explanations given by staff. They learn how to prevent injuring themselves, for example, by safety talks relating to art and craft tools. They show that they feel safe, as they are comfortable to approach staff and to ask them to join in with an activity. Supervision of the children is effective but does not hinder children's independence. Children enjoy walks out into the town and go to the

library to listen to a story and choose their book loan selection. They enjoyed particularly looking at the Christmas decorations and the nativity scene and seeing Santa in Clitheroe town centre.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met