

Sunflowers Neighbourhood Nursery

Inspection report for early years provision

Unique reference number

EY295699

Inspection date

20/01/2010

Inspector

Kate Bryan

Setting address

Braunstone Leisure Centre, 2 Hamelin Road, Leicester,
Leicestershire, LE3 1JN

Telephone number

0116 2559258

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Sunflowers Neighbourhood Nursery registered in November 2004 and is run by a non-profit co-operative. It operates from purpose built premises as part of a leisure centre complex. The nursery is open plan with some partitioning to separate children of different ages. Families using the nursery are from the Braunstone area of Leicester City and the surrounding local area. The nursery opens for five days a week all year round and sessions are from 8am until 6pm, children attend for a variety of sessions.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 58 children, of which 58 may be in the early years age group and of these, 16 may be under two years. There are currently 78 children on roll. The nursery currently supports some children with special educational needs and/or disabilities and children with English as an additional language.

There are 15 full time members of staff working with the children, of these all are qualified. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are happy and settled because the staff take great care to ensure they have all the relevant details required to respond well to their individual needs. This also ensures they make excellent progress in the Early Years Foundation Stage (EYFS). Extremely effective partnerships are in place between parents, providers and other agencies which means children receive an holistic approach to their individual care. Parents have a wide range of opportunities to be involved in the life of the nursery and staff strive hard to help them to continue children's learning at home. The environment has been designed to ensure that children have a challenging and stimulating experience in which their safety is maximised. Systems to monitor and evaluate the setting's performance are highly efficient and demonstrate the staff's excellent commitment to improving their service to children and to maintaining improvements.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- using an extended range of quality assurance tools to further enhance the service for children.

The effectiveness of leadership and management of the early years provision

Children's safety is of paramount importance and most staff have attended training in safeguarding. A comprehensive policy is in place and staff are clear who to report concerns to so that children are always very well protected. Detailed risk assessments are in place for indoors, outside and outings and when on trips staff use a 'Walkadile' with children which ensures they are all linked to a staff member. Access to the building is controlled bio-metrically so only people known to the system can be admitted which is a further measure in place to ensure children's safety is always very effectively maintained. The manager and staff have worked very well together to create an exciting, colourful and challenging environment where children eagerly join in with innovative activities, such as using the touch screen computer, which helps them to learn through play and fun. Consequently children are encouraged and inspired to achieve well and make excellent progress.

The manager and staff team have worked extremely hard to comply with all requirements and this has included a complete updating of all policies and procedures which are now comprehensive and available for parents. Staff clearly put the children's interests first and willingly try new initiatives to help them develop, for example, by implementing a visual timetable. The manager has also implemented all recommendations from the last inspection which also helps to demonstrate the setting's very good capacity for continual improvement which will benefit all children.

Very comprehensive systems are in place to monitor the nursery's service which include being part of a Quality Assurance Scheme and using self-evaluation effectively to identify any areas for improvement, such as working with other settings and finding out what children want. The manager and staff are also very pro-active in seeking feedback about their practice which has helped to guide their development. The manager is a very effective lead at the setting and has completed his own research to ensure the children receive the best start possible. For example, he has identified a need to help children with mark-making so this is being promoted by providing lots of activities and opportunities for children to practice this.

A comprehensive and detailed range of operational policies and procedures are in place and are regularly reviewed to ensure they are fit for purpose, all parents receive a copy of these. Excellent strategies are in place to work with parents which include parents working at the setting, being part of the co-operative, completing feedback questionnaires and attending training days and parents' evenings. Parents expressed very positive comments about the nursery and staff and felt they were well informed about their child's progress. Great efforts have been made to work with all agencies involved in the children's care and welfare, positive partnerships are in place with local schools, Sure Start and other professionals to enable every child to fully benefit from their time at the setting and have the best start for their future.

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

Staff are very enthusiastic and have a very good understanding of the EYFS which means highly effective systems are in place to ensure children's learning is an individual journey, this is achieved as parents and staff contribute to finding out children's starting points and building on these. Observations are frequent and detailed and are used effectively to inform future planning so that no child is ever disadvantaged. This results in every child attending making excellent progress according to their starting points and capabilities during their time at the nursery. Staff use lots of praise to let children know they are valued and are models of good behaviour which means children readily respond to gentle reminders about behaving well. Staff have also skilfully helped children to think about how they act by encouraging them to devise simple rules, such as those about working on the tool table.

Staff and children interact warmly and they clearly know the children as individuals. Staff understand the importance of letting children explore their environment independently whilst always being there for support and this encourages children to participate in an extremely wide range of activities. For example, children thoroughly enjoy working on the tool table where they can sand wood and hammer nails into rocks which promotes their understanding of materials, tools and the wider world whilst promoting challenges and stimulating their thinking. Staff are also currently using 'Philosophy' principles with children which is a means to encourage them to think and talk about what they are doing. This helps them to be confident as they choose what activities they would like to do from cards indicating the wide range that is available.

Staff have put a great deal of thought into helping children to settle and feel welcome, for example, the baby area contains pictures of the children's parents which they are shown if they are upset and this works extremely well in helping them to settle and feel secure. Children are also learning how to care for others and show concern as they help to raise funds for good causes and look after snails and fish. Children's knowledge and understanding of the world is well promoted because differences are recognised and valued. For example, a wide range of cultures are acknowledged and children have access to toys and resources reflecting diverse languages, lifestyles and practices. Staff also have a range of languages which help children and parents to feel included in the setting.

The nursery has extremely good measures in place to help all children to flourish. For example, the use of key words and a visual timetable helps children with special educational needs and/or disabilities and children with English as an additional language to feel fully included in the setting. Children also have many opportunities to mark-make both indoors and outdoors and staff have also attended training in this area to ensure they are current with research and can work in the best interests of the children.

The nursery is extremely well resourced and excellent use of these and the space, results in children thoroughly enjoying their day. For example, the indoor area has

two climbing towers which ensures children have challenging opportunities to promote their physical development and there are lots of resources such as scissors, rolling pins and cutters to support their small-hand movements. The very imaginative use of free-flow ensures children have lots of outdoor play and this area is extremely well resourced with a garden area where children have grown plants, such as sunflowers, there is also a large climbing tower, a wide range of ride-on toys and a musical area where children can hit utensils, such as pans. The outdoor area also has numbers on the ground to help children become familiar with these and books under a canopy so children can read for pleasure throughout the year. Sand and water play with scales helps children to understand how to weigh and measure and there are resources to help them balance and mark-make also. Children thoroughly enjoy using this area and this is a very valuable resource which helps them to make excellent progress in all areas of learning.

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? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

| | |
|--|---|
| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 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 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 |
|--|-----|