



## Sunflower Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	106380
<b>Inspection date</b>	20 October 2005
<b>Inspector</b>	Valerie Button
<b>Setting Address</b>	Yeo Valley CP School, Derby Road, Barnstaple, Devon, EX32 7HB
<b>Telephone number</b>	(01271) 375429
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<b>Registered person</b>	Sunflower Pre-School Committee
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Sunflower Pre-school is a voluntary group established in 1974 and managed by a committee of parents. It is based within the grounds of Yeo Valley County Primary School, in Barnstaple. This part of Barnstaple is identified as an area of disadvantage. The group is based in a purpose built building, adjacent to the school nursery and reception class, in an enclosed area which is separate from the main school: this forms the Foundation Stage Department. The outside play areas are

shared with the school nursery and reception class. Sessions are held from 9:00 until 11:30 and from 12:30 until 15:00. A lunch club takes place between 11:30 until 12:30 thereby enabling full day care to be offered.

The pre-school is registered to care for up to 20 children between the ages of 3 and 5 years old. At present there are 29 children on the register; 1 of the children speaks English as an additional language. 24 children receive funding for their nursery education. The group supports 7 children with speech and language delay and 2 children with additional special educational needs.

3 staff are employed to work with the children: 2 work full time and 1 part time. The Manager has a degree in Early Childhood Studies, as well as Level 3 qualifications. The other full time member of staff plans to achieve a Level 3 Cache Qualification by the end of the year. The group works in partnership, and with the support of the nursery and reception teachers. They also receive support from the Local Authority Foundation Stage Advisory Teacher. Sunflower Pre-school is affiliated to the Pre-school Learning Alliance and is currently working to achieve accreditation through their Quality Assurance Scheme.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is supported because staff maintain good accident and medication records. Any allergies or specific health needs are well known to staff.

Children's health is promoted because the premises and equipment are clean and well maintained: clear guidance is given on daily, weekly and monthly cleaning routines. Children wash their hands after using the toilet and also before eating, in this way reducing their risk of infection. Children benefit from the provision of a small water dispenser, which ensures that they have access to fresh drinking water at all times. Children know that it is important to drink plenty of water. They enjoy healthy choices of fruit at snack times, bringing packed lunches from home for midday.

Permission is in place for staff to seek advice and treatment in an emergency situation. First Aid boxes are well maintained. Both staff have attended an emergency first aid training course and one member of staff has attended a more extended course which includes first aid for infants and young children. Children's health and well being is safeguarded because there is always at least one person present with appropriate first aid qualifications.

Children benefit from the good, varied outside spaces available for their play, exercise and physical development. They confidently use available space, both indoors and out. They enjoy outside activities at every session, for example, running and jumping over and through puddles or using equipment such as hoops, bean bags or balance beams. These activities are included in planning. Children have fewer chances to develop and practise their skills in using climbing apparatus.

Children's small skill development is well supported, for example, by the provision of construction activities or the use of 'tools', such as pencils and scissors. Their skills are developing well.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children work and play in a safe environment: premises are purpose-built and provide a child friendly environment; the outside areas provide good, safe spaces for children. Children enjoy using a range of safe, well organised resources which are readily accessible to them.

Regular risk assessments are undertaken to identify possible hazards and these are addressed. Children are aware of safe practices, for example, knowing that they may not cross over the red line in the playground unless they are with an adult.

Emergency evacuation of the premises is regularly practised, thus enabling children to become familiar with procedures. Staff are diligent in their supervision of the children: every child is welcomed individually and safely handed over to their parent or carer at the end of sessions. The front door is fastened when all children have arrived and there is a door bell for visitors to gain access. However, the inside door fastening is at child height and easy to open. This poses a risk of children being able to leave the premises unsupervised. The attendance of children, staff and visitors to the setting is recorded. However, times of arrival and departure are not always sufficiently accurate to confirm who is on the premises at a particular time, for example, in order to clarify and confirm the times when the pre-school is responsible for the children.

Children's safety is supported by staff's sound understanding of the child protection procedure. They have attended training and recently updated their policy and procedure.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy here. They enter the pre-school confidently and settle quickly to their play. They interact well together and enjoy appropriate activities. Children spend their time purposefully and their independence is encouraged.

#### **Nursery Education**

The quality of teaching and learning is good. Staff have good understanding of the Foundation Stage Curriculum. Children benefit from their use of a good range of activities planned within the good learning environment provided for them. There is appropriate balance between activities that are adult directed and those that are chosen by the children themselves. Children cooperate when asked to join whole group times, such as music or listening activities. They are also able to initiate learning for themselves, for example, by independently managing the tape recorder

to listen to stories, or accessing various resources, such as those for the sand and water trays. Children demonstrate some good levels of skills in mathematical development, through good use of daily routines, free play activities, such as number puzzles and specific planned activities. They are learning with a purpose, for example, when, at every session, they are encouraged to count and complete simple charts of the various fruits children choose for snack time, responding well to questions such as 'how many altogether?'. Meaningful activities in mathematical development are a particular strength of the pre-school and children are learning well. Writing for purpose is encouraged by the inclusion of pencils and other mark-making materials in the role play provision. These are well used by the children. However, children's own ideas and paintings do not feature sufficiently in displays of children's work, in order to encourage the extension of their skills. Children enjoy using the immediate environment of the school grounds to foster their understanding of the world around them, for example, looking out for a visiting squirrel.

Plans support staff in their teaching and are clearly based on the Foundation Stage Curriculum and the Early Learning Goals. Children benefit from the useful learning experiences planned for them, with identified learning objectives. However, the success of teaching in achieving these aims is not evaluated and what the children have learnt from specific planned activities is not always sufficiently clear. There are some systems to check that children have chances to enjoy learning experiences in all aspects of the six learning areas, though plans rarely focus on children practising and extending their climbing skills or on ensuring that children become aware of differences in culture, ethnicity, language or disability. Assessment of the children's attainment and progress is developing very well now, with key workers being responsible for observing children's play and identifying next steps of learning for individual children, including those with special educational needs. In this way they are monitoring the children's progress carefully and beginning to demonstrate the good overall progress that children are making.

### **Helping children make a positive contribution**

The provision is good.

Children benefit from being cared for by staff who are positive, consistent role models. Their enthusiasm and genuine interest in the children results in their being confident and enthusiastic. Children mostly manage their behaviour very well and respond well to appropriate praise and encouragement. Their spiritual, moral, social and cultural development is fostered. However, though resources have been extended and, for example, there are posters of various ethnic groups on display, there remains too little evidence of specific, planned activities to foster the children's awareness of the multi-cultural society. Similarly, children have too few opportunities to see positive images of children with various disabilities. All children enter the setting very happily and settle quickly to play, communicating with their friends and with staff. They have good relationships with staff and each other and help to tidy away resources when asked to do so. Boys and girls play happily together; all have equal access to what is available. Children are able to concentrate and are able, for example, to use and take turns at a simple game, using a dice, when unsupported by an adult. They are also able to share and take turns at whole groups times, for

example, when using musical instruments.

Children with special needs receive appropriate support. Staff ensure that they work in partnership with parents and seek guidance from other, specialist, agencies in their quest to foster children's development. This results in useful support to foster children's development. The group supports several children with speech and language delay as well as those with other special needs, such children benefit from integration with their peers.

The partnership with parents and carers is good. Children's initial attendance at the pre-school is supported because parents complete comprehensive registration forms. Parents are warmly welcomed by staff and children's welfare is fostered by useful, informal exchanges of information. Parents also receive good information on the notice board in the lobby and through regular newsletters. The pre-school has reacted effectively to information from parent questionnaires, sent out as part of work to achieve accreditation through The Pre-school Learning Alliance. Parents now have better opportunities to receive information on their children's learning and progress, which is also fostered through improved record keeping. All parents are aware of the procedure to follow if they wish to make a complaint. The pre-school has established a complaints log but this has yet to be made available to parents.

## **Organisation**

The organisation is satisfactory.

The pre-school meets the needs of the range of children for whom it provides. Children enjoy a well managed environment. Resources are easily accessible to them. Sessions run smoothly, with both children and staff securely aware of expectations. Children's care, welfare and progress is supported by documentation which is mostly well maintained. Two of the staff work full time and work well together, as a team. This results in the children benefiting from consistent care from adults that are well known and familiar to them. The current system to register the attendance of children, staff and visitors is not sufficiently accurate in recording times of arrival and departure.

Leadership and management of the nursery education is good. The pre-school benefits from the support of the school nursery and reception class teachers and the support of the management committee. The manager of the pre-school is well qualified and experienced and gives strong and supportive leadership to the staff. Much hard work has been done to monitor and further develop the provision made for young children's education, a lot of this has been undertaken as part of work to achieve accreditation through The Pre-school Alliance Quality Assurance Scheme. Such initiatives are beneficial to children because practice is developed and improved, for example, the systems to record children's progress. There is a strong commitment to further training and development.

## **Improvements since the last inspection**

The pre-school was asked to address issues relating to the planning and assessment

of the nursery education; the extension of resources to support positive images of culture, gender and disability; and information for parents on the complaints procedure and child protection.

Planning systems continue to evolve and develop in a positive way. Assessment systems are developing very well. These improvements have enhanced the quality of the nursery education offered to children.

Whilst resources to reflect positive images of culture and gender have been extended and are in use, those for disability have not. There remains a lack of attention to all these aspects in planned activities and teaching.

Good attention has been given to ensuring that clear information is available to staff and parents regarding complaints procedures, and the procedure to be followed in the event of a child protection allegation being made against a member of staff or volunteer. Both these procedures have been updated and, for example, recent questionnaires confirm that all parents are aware of the procedure to follow if they wish to make a complaint. Information, both on Child Protection Procedures and on how to make a complaint, are clearly displayed in the play room and the lobby area. As a result parents have good access to information which contributes to the safety and protection of their children.

### **Complaints since the last inspection**

Since the last inspection Ofsted has received one complaint relating to Standard 1: Suitable Person. The complaint related to alleged rough handling of a child. We asked the provider to investigate the concern raised in November 2004. The provider's response was discussed with the Ofsted Area Team Manager. We took no further action. The provider remains qualified for registration. The provider has made a record of the complaint in their complaints record.

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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the register clearly shows the times of arrival and departure from the setting for children, staff and visitors
- ensure that premises are secure and that children are unable to leave through the front door

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- regularly plan and provide activities that reflect positive images of culture, gender and disability
- evaluate the success of session plans and activities in achieving identified learning intentions

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)