

Sunflowers Day Nursery

Inspection report for early years provision

Unique reference number EY334284
Inspection date 09/06/2010
Inspector Jacqueline Allen

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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 Nursery was registered in 2001 and re-registered under the present ownership in 2006. It is located near the centre of Crediton, in Devon, and operates from its own premises in a converted chapel. There are three main play rooms with associated facilities. There is access to a small, enclosed outdoor play area.

The nursery is open Monday to Friday, 8.00 am to 6.00 pm. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, to care for a maximum of 73 children under eight years. There are currently 120 children on roll, who are all within the early years age range. There are 26 staff who work with the children, eight of whom hold a level 3 qualification or above in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The staff team are exceptionally well supported, led and managed, which ensures they are enthusiastic, committed and extremely confident in implementing the requirements of the Early Years Foundation Stage. This greatly benefits children's welfare, learning and development, as they make significant progress within a fully inclusive setting. Intense self-evaluation is used to routinely monitor and review all areas of the provision, to ensure the highest standards are achieved. The nursery places paramount importance in working with parents, outside agencies and other settings to make sure children's individual needs are very well known and any additional support provided.

What steps need to be taken to improve provision further?

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

- continuing to monitor children's development records to ensure all children's achievements and progress are recognised
- reviewing and monitoring the organisation of daily routines, such as, story time and feeding with babies and toddlers and use of the outside area for the pre-school children

The effectiveness of leadership and management of the early years provision

Safeguarding issues are given the highest priority by the staff who are confident of the procedures to follow if they have concerns about children, as many have attended safeguarding training. A comprehensive policy and procedure to follow if

allegations are made against staff, booklets and information further supports staff's excellent knowledge. Robust recruitment and induction procedures ensures staff's suitability to work with children. There is a vigorous system for admitting visitors to the secure premises, including a policy which they are asked to read on arrival. This ensures that only staff who have been employed for more than three months can open the door and that visitors are duly screened and signed in before being escorted around the building. Pre-school parents who arrive at the lower gate, which is locked when children are outside, are checked by means of a small hatch, before it is opened. A thorough risk assessment of the building is duly completed. All staff are included in risk assessing their own rooms on a continual basis, which clearly records their excellent awareness of potential hazards. Highly effective systems are in place to record children's attendance, medication and minor accidents, which are appropriately treated, as nearly all the staff hold a valid first aid certificate.

The leadership and management of the nursery is exemplary. Recommendations from the last inspection have been addressed and very minor issues raised are immediately dealt with throughout the inspection process in a very positive manner. This only further emphasises the obvious passion and dedication in striving for the highest standards for children. The nursery owners actively encourage input from their staff, parents and children, as well as valuing advice from other professionals, in order to successfully evaluate their practice. For example, regular meetings with staff invite them to raise any issues or areas for improvement, parents and older children are given questionnaires and any comments considered and action taken, as well as ongoing verbal communication. This means that their self-evaluation is a true reflection of their practice and leads to areas of improvement which have substantial benefits for children. For example, the refurbishment of the pre-school toilets and outside courtyard area and changes to the meals provided to children. In addition, staff training is actively encouraged, which means many of the staff are currently training to NVQ level 2, 3, or 4 or are working towards attaining a degree or early years professional status. Room managers are valued by the owners, as they take on the responsibility for fully inducting new staff, as well as ongoing monitoring of existing staff, which leads into the appraisal system. The nursery manager is currently on maternity leave, so a deputy has been appointed, who routinely monitors all aspects of the provision. This has led to staff being given a set timescale to bring all children's development records up-to-date, as there are identified gaps, which again shows excellent self-evaluation and a very strong commitment to improvement.

Children benefit from a highly stimulating and welcoming environment which is very well resourced and promotes their learning. Babies have toys and equipment laid out for easy access, whereas other age groups are encouraged to self-select from low-level open storage, which encourages their independence. Daily routines are well organised, although whole group times in the baby room and use of the outdoor area at set times in the pre-school occasionally lack focus. Inclusion and diversity is firmly embedded within all aspects of the nursery and is promoted through wonderful displays, books, play people, dressing-up clothes, welcome signs and even rugs on the floor. Children's culture is embraced by the nursery, who ensure written materials are translated as required, and are pro-active in inviting parents to share aspects of their culture. For example, parents bring in

paella, saris and didgeridoos as a means of increasing children's awareness and understanding and positively promoting difference. This leads to exceptionally positive relationships between the nursery and parents, who value the daily verbal contact with their child's key person, the written information provided on their care needs, as well as the huge wealth of information displayed to ensure they are well informed. The nursery also forges impressive links with other nurseries, childminders and professionals to ensure that valuable information is shared, and children's individual needs consistently met.

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

All children within the nursery are very happy and settled. They are forming excellent links with the staff and their peers which ensures they are confident to explore the exciting learning environment and participate with activities. Babies relish the opportunity to explore helmets for dressing-up, confidently putting them on, then taking them off again. They pretend to pour a drink into a cup and attempt to say milk, showing excellent knowledge and understanding of the world. Staff skilfully support babies to extend their physical skills as they explore the climbing frame, press buttons on pop-up toys and move their arms creatively as they pretend to bang a drum when they are singing and then clap their hands with glee. Older children enjoy exploring gloop, watching in awe as it drips from their hands. They show obvious delight as they show off their chalk drawings and persistence when being involved in a gluing and sticking activity. Blocks are used very creatively to build towers, barriers and to pretend to saw other pieces of wood which extends children's imagination.

Staff are extremely skilled as they interact with children, using questioning to encourage them to problem solve. For example, when children pretend to be babies and cry, staff ask the other children why they think they could be crying and what they might need, giving them lots of time to consider, which encourages their thinking skills. Staff ensure they gain relevant information from home visits, when they talk to parents and record children's stage of development and various interests. From this the staff then plan a range of activities across all six areas of learning, to extend their interests, which have a specific learning intention. These are evaluated and through ongoing observations and discussions with parents the next steps are identified.

Staff know children particularly well through the key person system and ensure they are well supervised at all times. Sleeping children are consistently checked, as the staff routinely set an alarm to remind them. Children learn about keeping themselves safe when leaving the premises, as they use a crocodile rope to stay together and wear high-visibility vests to ensure they are seen. They regularly participate in fire drills, which increases their knowledge of how to exit the building safely. Children delight in risky play, as they proudly show how accomplished they are at safely using the climbing wall and frame, which challenges their physical skills and abilities, and raises their self-esteem. Staff routinely praise and encourage children's efforts. They are considerate of their individual needs and ensure they all have the appropriate amount of support when moving between

rooms. This shows that children are valued and respected and well prepared for their next steps, at their own pace. Children's behaviour is exemplary throughout the nursery and staff are excellent role models, who are caring and attentive to children's needs. Therefore, children's personal, social and emotional development is significantly enhanced as they are forming very positive relationships with their peers and staff. Children gain a good understanding of how to be healthy through the well planned menus, which provide a balanced, nutritious diet of home-cooked food. Snacks encourage children to try a range of fruit and staff duly record children's individual dietary needs. Babies' hygiene is competently considered as staff make sure their hands and faces are always clean and use hygienic procedures when changing nappies. Children are encouraged to wash their hands before eating and after toileting and have lots of opportunities to be active, both in the outside area, and on local walks. Babies have lots of space to move freely indoors and are taken outside in small groups where they benefit from exploring the 'rock pool' and playing in the fresh air.

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

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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

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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

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