



Sunflowers Neighbourhood Nursery

Inspection report for early years provision

Unique Reference Number EY295699

Inspection date 07 November 2005

Inspector Judith Chinnery

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

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Registered person Braunstone Childcare Co-operative Ltd

Type of inspection Integrated

Type of care 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.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Sunflowers Neighbourhood Nursery registered in November 2004. It operates from purpose built premises as part of a new leisure centre complex. The nursery is open plan with some partitioning to separate children of different ages. Families using the nursery are from Braunstone and the surrounding local area.

There are currently 43 children on roll. There are 5 funded 3 year olds. The nursery opens for 5 days a week all year round. Sessions are from 08:00 until 18:00. Children

can attend a variety of sessions.

There are ten members of staff working with the children, of these, six have early years qualifications. There are also three members of staff on training programmes. The setting receives support from a mentor teacher and local Sure Start Project.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's general health and well-being is promoted appropriately in the nursery. Hand washing routines for staff and the children are well-established and the nursery is kept clean ensuring that the spread of infection amongst children is minimised effectively. Meals are planned to include fresh fruit and vegetables so that children have access to a diet which meet their needs and is healthy. Children are able to access fresh drinking water at all times so they are unlikely to become thirsty.

Children make much use of the outdoor area to run and play in the fresh air each day. There is plenty of provision for younger children to use equipment such as tricycles and push-a-long toys to develop some of their large body movements. They also have some opportunities to climb and move in different ways inside. Older children are unable to continue making progress in their physical development because the equipment offers little challenge and staff do not plan for this area well. Whilst children readily comply with the familiar routines of maintaining hygiene and eating meals, they are less aware of why these practices are important in maintaining a healthy lifestyle because staff are not proactive in promoting this.

Children are able to rest and sleep comfortably and peacefully according to their needs and the wishes of their parents.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The safety of children is a priority in this nursery. Staff ensure that safety precautions such as gates and socket covers are in place to prevent accidents to children. A comprehensive risk assessment for each area also helps staff to minimise hazards which might otherwise harm children.

Children use a wide range of safe, good quality and developmentally appropriate resources. They can access resources themselves, easily and safely from the drawer units based in each area. Low tables and chairs and other suitable equipment ensures that all children can sit, eat and play safely. However, staff do not always give explanations about safety, so older children are less able to take responsibility for keeping themselves safe. Security is good with the external exits being kept locked to ensure unwanted visitors do not gain access to the nursery or present a risk to the children.

Children are protected in the nursery. Staff are aware of child protection procedures and managers are clear what their responsibilities are, should they be concerned about a child.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The care, learning and play experiences for children in this nursery are sound. Children of all ages are content, settled and enjoy close relationships with their carers.

The nursery has recently started to use the 'Birth to three matters' framework to guide them in their provision for young children. Staff use their growing knowledge and discussions with parents to ensure that babies benefit from and experience the familiar routines of home, helping them to feel safe and secure. They enjoy experimenting with toys, taking great delight when items pop up or make a noise. There is ample space for the children who are using furniture to pull themselves up and starting to walk. They explore the environment and materials such as sand and water enthusiastically, filling and emptying containers as well as feeling and tasting different textures.

Staff seek to plan a wide range of activities for all the children and to assess and record their development, but, information about what children need to do next is not incorporated in to the planning of those activities. This means that activities, whilst varied and stimulating are not built on their interests and what they need to do next. This is true for all children both under and over three years and claiming Nursery Education Grant. Children aged between two and five years are cared for together at present and staff find it difficult to work with both 'Birth to three matters' and the Foundation Stage, again making it difficult to ensure that children's individual needs are met.

The quality of teaching and learning for nursery education is satisfactory. The staff use their growing knowledge of the Foundation Stage to plan a broad range of suitable activities for children aged over three years. Records show that given their starting points most children are making suitable progress towards the early learning goals. However, as already mentioned, the assessment of children's progress is not used to inform the planning of activities. This affects staff's ability to ensure that children are sufficiently challenged to move on and continue to make good progress across all areas.

Children are confident and enjoy good relationships with the staff and each other. Most children are aware of the expectations of staff and respond positively to their interventions in any squabbles which may arise. Whilst staff use appropriate strategies to manage children's behaviour they do not always actively look for ways of promoting positive behaviour. Most children are able to take care of their own needs; putting on their own coats or aprons. However, some opportunities, particularly at meal times, are missed by the staff to develop children's independence. Circle time is used effectively to greet each other and enable children to develop a sense of belonging.

Children speak to others willingly and can give simple explanations and descriptions about their drawings. Most children enjoy making marks with pens and pencils using lines, circles and zigzags but staff miss opportunities for children to write and draw for different purposes such as in the home corner. While some children are interested in letters and their sounds and especially their names again staff miss many opportunities to encourage children to play with different sounds. Children count by rote well. They know the names of common shapes and use some size language in their play such as big and little. Children's ability to solve mathematical problems is hampered by the fact that staff miss many opportunities in everyday situations to promote this.

Children are able to join and fit things together and build construction resources purposefully to make towers and enclosures. Their knowledge and appreciation of other cultures and beliefs is growing through celebrating different festivals. They have a growing familiarity with the world around them but are much less knowledgeable about the natural world and how things work. Children know most colours and enjoy painting activities; they know a wide repertoire of songs and rhymes and really enjoy involving others in imaginative games as they try on different hats and jewellery. However, staff fail to provide an environment which is rich in opportunities for children to create art work for themselves, explore a wide range of music and use their senses.

Helping children make a positive contribution

The provision is satisfactory.

The individual needs of most children are met by staff using information from parents regarding diet and sleep routines. Staff's general understanding of equal opportunities means that children are introduced to other cultures and beliefs through multicultural resources and the celebration of different festivals. However, older children's understanding of and respect for different cultures and beliefs is not promoted well by staff. Children with special needs who attend the nursery benefit from supportive staff who work closely with parents and other professionals. Individual education plans are used effectively to help staff provide and adapt activities to ensure that children are included in the life of the nursery.

Most children behave appropriately in the nursery because staff use suitable methods to explain and deal with unacceptable behaviour. However, staff are not always active in promoting positive behaviour, so older children find it more difficult to take responsibility for their own behaviour.

Sound relationships between staff and parents means that information regarding children's care needs is shared and used effectively. Partnership with parents and carers for nursery education is satisfactory. They are well informed about the educational provision and receive regular up-dates on their child's progress towards the early learning goals. There are some opportunities for parents to share what they know about their child, but staff do not always make good use of this or opportunities to involve parents in their child's learning so that their learning is improved. The social, moral, spiritual and cultural development of children is fostered.

Organisation

The organisation is satisfactory.

Managers in the nursery have established a sound staff team who work well together. A focus on essential training for health and safety such as first aid qualifications, while appropriate, means that staff are less knowledgeable of 'Birth to three matters' and the Foundation Stage, never-the-less children remain well cared for and protected. Staff are placed around the nursery according to skills and qualifications to maintain suitable ratios to keep children safe and support their care, learning and play. Most policies and procedures are known by the staff and are effective in promoting children's health and well-being. The needs of the range of children for whom the nursery provides are met.

Leadership and management for nursery education is satisfactory. Managers are working closely with the staff in developing a clear vision and focus on improving the personal development and achievements for all funded children. Whilst staff evaluate most daily activities, managers do not monitor and evaluate the educational provision as a whole. The reliance on inspections and the mentor teacher makes it difficult for the nursery to have a clear focus for future developments to maintain and improve children's progress across all areas.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are satisfactory.

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):

- increase staff knowledge of caring for children aged from birth to three years by developing and embedding the use of the 'Birth to three matters' framework
- ensure that the assessment of children's progress is used to plan activities based on what they need to do next and their interests so that their individual needs are consistently met across all areas.

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):

- ensure that staff become knowledgeable and familiar with the Foundation Stage and their stepping stones so that children are sufficiently and appropriately challenged to make progress across all areas of learning
- ensure that information from the assessment of children's progress is used to inform planning so that activities are built on children's interests and what they need to do next
- ensure that information about children's progress is shared with parents so that they can become fully involved in their children's learning and help them to continue to make progress in all areas
- ensure that there are systems in place for evaluating and monitoring the educational provision for children to give a clear focus for future developments across the Foundation Stage so that children continue to make progress.

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