



## Sunflowers Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY234473
<b>Inspection date</b>	16 November 2005
<b>Inspector</b>	Mandy Black
<b>Setting Address</b>	Mount View, Standard Way, Northallerton, DL6 2XE
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<b>E-mail</b>	<a href="http://www.sunflowersdaynursery.com">www.sunflowersdaynursery.com</a>
<b>Registered person</b>	Warnes Nurseries Northallerton Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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?

Sunflowers Day Nursery was registered in September 2002. It is privately owned and is located in a purpose built facility within a business park in Northallerton. Warnes Nurseries Northallerton Ltd own another nursery in North Yorkshire, also known as Sunflowers Day Nursery, which is at Pateley Bridge. The premises consist of three units, where children are cared for in age appropriate groups, a kitchen, toilets, office and staff facilities. Outdoor play is provided in enclosed areas for different age

groups, with grass and hard surfaces.

The nursery serves children from the local community, providing full day-care for a maximum of 60 children aged from 3 months to 5 years. There are currently 108 children on roll, of which 28 are in receipt of nursery education funding. The nursery offers care for children with special educational needs as well as children who have English as a additional language.

There are 21 members of staff working with the children on a full and part time basis, of whom 13 are qualified and five are working towards a relevant childcare qualification. Opening times are from 07.30 to 18.00 from Monday to Friday throughout the year. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are helped to stay healthy because the nursery sickness policy is well implemented; it is displayed prominently as a reminder to parents of it's importance in protecting children. Staff make sure that they adhere to their nappy changing polices, as they wash their hands effectively, use disposable gloves, aprons and dispose of nappies appropriately, to minimise the risk of cross infection. Children eat their meals at tables which are well cleaned and disinfected before use and separate flannels with warm water are used to thoroughly wipe their faces and hands after eating. Older children all visit the hand basin to wash their hands prior to snack, but none of them access the liquid soap, which is out of their reach. This does not encourage or teach children about effective hand washing.

Baby room staff recognise the signs of tiredness in babies and young children and they act on this knowledge to plan and support appropriate periods of rest and activity. Some children are cuddled and rocked by staff until they fall asleep, whilst other children are very happy to be put in a cot with their dummy or comforter. Staff respect the fact that sleep is taken in line with parent's wishes and children's own routines.

Children are well nourished at nursery because they enjoy a varied range of meals, which are prepared each day by a designated cook, using mainly fresh ingredients. The views of parents are taken seriously when planning the menu and changes are made to ensure they are happy about what their children are eating. Children of all ages are limited to having drinks offered to them at snack or meal time only, which is not sufficient. Staff provide good opportunities for babies and young children to make choices without overwhelming them. For example, children choose from two different types of fruit, such as banana and melon, which are totally different textures and tastes.

All children enjoy physical activity every day, make very good use of their outdoor

areas and benefit positively from fresh air and exercise. Older children enjoy running around chasing after each other, they climb confidently on to the climbing frames, crawl through tunnels and experiment with different ways of sliding down the small slides. The younger children run around, squealing with excitement outdoors, they kick balls around, develop their skills using wheeled toys and step confidently from one wooden stepping stone to another.

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

The provision is good.

Children are cared for in a safe and secure indoor environment; the premises are protected with CCTV and key pad entry systems. All fencing and gates are securely bolted and well maintained to ensure children's outdoor safety and the procedure for signing in visitors is effectively monitored to make sure children are not at risk from unauthorised adults.

The environment is made welcoming to children and families because it is brightly decorated with attractively presented displays, which make a strong visual impact. Most resources are maintained to an excellent standard and very well presented at low level or on the floor, which ensures children can easily access them and develop their growing independence. All equipment is entirely appropriate for the different age groups and staff state that it is regularly checked and cleaned; particular attention is given to the thorough cleaning and sterilizing of resources for children under 2 years.

Children are kept safe on outings because the staff maintain a one to two ratio of adults to children at all times. Younger children are securely strapped into double buggies and those that can walk competently, are kept safe using reins and wrist straps. Babies and young children make choices in an environment that is kept safe by knowledgeable adults, who realise there should be a balance between freedom and safe limits. For example, young children are encouraged to practice their physical skills by jumping off equipment outdoors; they are safely supported by staff and they are thrilled with their achievements as they tumble softly on to the grass.

Children are further protected because key staff clearly understand their role in child protection and are able to put appropriate procedures into practice when necessary.

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

The provision is good.

All children demonstrate high levels of confidence, self-esteem and show great interest and enthusiasm in what they do. For example, they all really enjoy being outdoors and the younger children clearly love the experience of gloop, as they explore with their hands. The older children are very keen on using the computers, using appropriate software very co-operatively. Children form positive relationships and begin to distinguish between right and wrong in all age groups. This is because the staff interact very well with them and model good behaviour. Children learn that they need to share toys and they mustn't be unnecessarily rough with other children.

The Birth To Three Matters framework is used effectively to plan appropriate activities for this age group. Children enjoy attention and being physically close to other children and familiar adults; they freely and naturally approach the staff members, who respond to them affectionately, with cuddles, showing that this is clearly a regular occurrence. Adults echo the sounds young children make and interpret meaning to their words, which encourages them to be confident and competent language users. Staff talk to young children to explain what they are doing, which encourages children to link words with actions. For example, they copy adults with great enthusiasm as they move different parts of their bodies to songs such as 'Elephants have wrinkles'.

## Nursery Education

The quality of teaching and learning is good because key staff have a secure knowledge of the Foundation Stage, with all staff involved at some level in planning an appropriate curriculum. Their planning clearly links to the early learning goals and shows that all children will work towards these over time and make good progress in relation to their starting points.

Children display high levels of involvement in activities. For example, they are extremely focussed and spend extended periods of time working with their peers at the computer. This is because staff have shown children how to use it properly, without adult support, using egg timers independently to ensure equal turns. Children confidently initiate interactions with others and they approach staff, their peers and inspectors, to start conversations, expressing their wishes, thoughts and ideas very well. Children are very aware of behaviour boundaries and rules because staff manage behaviour firmly and fairly. They offer good explanations to children about why they should listen to what others are saying and sit down so that everyone else can see Sunflower Bear at circle time. Children are absolutely enthralled at group story time, as they read 'When will it be spring?'. This is because staff are skilled at reading stories to children in an interesting way that involves them. Children can recognise some familiar words, for example, an older 4 year old selects his name card easily at snack time from a large selection. A 3 year old selects her name correctly from a choice of two, which shows that staff understand differentiation and show an awareness of children's individual abilities.

Children are interested in numbers, counting and recognise low numerals on the notices on the wall; they clearly know that it means that only two children may use the computer at one time. They miss out on some opportunities to count because staff do not encourage this frequently enough. Similarly, children do not access sufficient everyday activities where they are able to learn about simple number problems. They have excellent IT skills and easily complete simple programmes on the computer. Children discuss the weather and their environment, are very aware of the need to wrap up warm in the cold and that they need wind to fly their kites. Children clearly understand that tools need to be used safely, which is well demonstrated as they put on protective gloves when working at the woodwork bench. They show increasing control as they use large play equipment outdoors; they balance carefully along a row of small stools, jump from varying heights and skilfully manoeuvre wheeled cars and bikes. Many activities allow children to be creative and use their senses effectively, as they explore dough, sand, glitter and gloop. Children

engage in imaginative and role play based on their own first hand experiences. They demonstrate excellent use of imagination and introduce an amusing narrative in their role play shop, when playing with the play dough and bathing the dolls.

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

The provision is good.

Children are cared for by staff who have formed strong partnerships with parents. They provide parents with user friendly, written information, such as the nursery prospectus, policies and displays, and spend time talking to parents initially when the children begin nursery, to establish all their individual needs. All relevant information relating to children's care, is shared very well verbally and through written daily sheets, which ensures that children's needs are successfully met. Children under 3 years make progress within the Birth To Three Matters framework and records are shared with parents, who are actively encouraged to contribute.

Children feel a sense of belonging and are very happy to be at nursery, which is largely due to the warm and friendly approach of the staff. Staff find ways to value and celebrate each young child within the group by making routines such as feeding and changing personal. For example, as they sit closely together when feeding, with staff looking at children's faces, and speaking in a soothing, calm manner. Children are developing their self-assurance through the close relationships they establish with staff. This is well demonstrated as a child who has recently learnt to walk, feels sufficiently trusting and confident to take a few steps into the arms of a staff member.

All children behave very well, develop good self-esteem and respect for others. This is because they learn from the positive example set to them by staff, who address each other respectfully; good manners are actively encouraged with even the very youngest children. Babies and young children are encouraged to develop their confidence to try new things, because staff effectively support them by providing suitable and challenging experiences. For example, they love to explore the feel of corn flour gloop and shaving foam; some children are initially less confident but with support from staff, they begin to touch.

Partnership with parents, in regard to nursery education, is good. They are informed about the Foundation Stage through well presented displays, photos and statements extracted from the early learning goals. Parents have free access to children's developmental records, and learn about their children's progress and achievements at regular open evenings, and at any other time, due to the nursery's 'open door' policy. They are encouraged to be actively involved in their children's learning. For example, they make the Sunflower Bear's visits home with the children very interesting and fun, whilst also creating a good link between home and nursery. Children's social, moral, spiritual and cultural development is well fostered.

### **Organisation**

The organisation is good.

Children are well protected and cared for by staff with a secure knowledge and understanding of child development. The level of qualified staff exceeds the minimum requirement and many are working towards their qualifications, as well as attending other relevant training such as Birth To Three Matters training workshops. In order to ensure the continued protection of children, robust vetting procedures to check the suitability of future staff, have not been successfully implemented, in line with recent changes to regulations. Similarly, although there is a complaints policy and complaints log in place, they have not been updated in light of recent revisions.

Most documentation is in good order, meets requirements and is stored with a high regard for confidentiality. However, children's safety may be compromised because of the current system of registration, which is not taken as soon as children arrive at nursery. This is particularly important for fire evacuation purposes. The adult-child ratio positively supports children's care, learning and play, for example, staff ratios are well maintained at all times and cover for lunch and breaks is effective. Small groups of children are taken out to practice and experiment with flying kites they have made, which ensures the activity is worthwhile for all.

The leadership and management of the nursery is good. Staff are actively encouraged to attend training and develop personally, which has a positive impact on how they care for children. Appraisals take place regularly to highlight strengths and weaknesses, and to ensure staff access training appropriate to their own needs. The owner and manager have a successful working relationship and are very supportive to staff. They are equally committed and clearly strive to achieve the highest possible standards for the children. Overall the nursery provision meets the needs of the range of children for whom care is provided.

### **Improvements since the last inspection**

Since the last inspection, the nursery have improved aspects of their practice which support children's health and safety. For example, fire evacuation records are up to date and the outdoor fencing surrounding the baby unit is fully secure. Other issues relating to hygiene, including the appropriate storage of cleaning equipment, maintenance of the nappy changing area, effective cleaning procedures in the kitchen and the toddler unit, have been fully addressed. Staff members are very clear about procedures for administering medication to children.

The nursery education recommendations have all been well considered to promote children's learning. Children are actively encouraged to be independent within the nursery and are very self aware; assessment records fully include all areas of learning; there are effective systems in place to help assess the strengths and weaknesses of the nursery; and resources are maintained to an excellent standard.

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

There have been no complaints made to Ofsted since 1 April 2004.

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:

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 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):

- improve hand washing arrangements for older children and ensure that all children have access to fresh drinking water at all times
- ensure the system of registration is effective; revise the complaints policy for parents, update the complaints record and devise robust vetting procedures to ensure the suitability of staff members, in order to meet the new registration requirements.

### **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):

- extend opportunities for children to count and to learn about simple number problems in their everyday activities.

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)