



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221564

DfES Number: 520565

INSPECTION DETAILS

Inspection Date	02/09/2003
Inspector Name	Jean Goodrick

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Sunflower Nursery
Setting Address	2a Stretten Avenue Cambridge Cambridgeshire CB4 3EP

REGISTERED PROVIDER DETAILS

Name	Cambridge Housing Society Limited
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ORGANISATION DETAILS

Name	Cambridge Housing Society Limited
Address	Endurance House Chivers Way, Histon Cambridge Cambridgeshire CB4 9ZR

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Sunflower Nursery is owned and managed by the Cambridge Housing Society Ltd. It is part of a residential development near the centre of Cambridge. The nursery serves the local area including Housing Society tenants.

There are currently fifty four children from six months to four years on roll. This includes eleven funded three and four year olds. Children attend for a variety of sessions. The setting supports children who speak English as an additional language.

The nursery opens five days a week except for the period between Christmas Day and New Years Day. Sessions are from 08:30 until 18:00.

Ten full and part time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3 and all staff regularly attend training days and workshops.

How good is the Day Care?

Sunflower Nursery provides good quality care for children.

Staff work well together as a team and are clear about their roles and responsibilities. They are well qualified and regularly attend training courses. Staff have a comprehensive framework of policies and procedures to ensure the safety and welfare of children. Hygiene procedures are followed conscientiously.

Staff respond to the children with warmth and affection and are attentive to their individual needs. They encourage the children's natural curiosity in lively, enthusiastic interactions. The equal opportunities policy is integrated into practice and ethnic diversity is valued. Staff provide good role models and children are well behaved and respectful to each other. Meals are nutritious and attractively presented. Meal times are pleasant social occasions when children can learn social skills. There are regular outings to local facilities.

Partnership with parents is good. Parents are well informed about their children's progress including baby routines. The settling in period is flexible to meet the needs of children and families. Information is available to parents through displays in the nursery lobby, regular newsletters and daily contact with staff members.

What has improved since the last inspection?

At the last inspection it was agreed that incidents would be recorded and that children would be protected from extreme temperatures in the outdoor play area. Incidents are now recorded and shelter is provided on very hot days.

What is being done well?

- Organisation of the nursery is good and the staff work well as a team. They are deployed effectively with groups of children and they are able to meet the individual needs of children.
- The children are provided with well presented, nutritious meals. Staff sit with the children so that meal times are enjoyable social occasions.
- Equal opportunities practice is good. Resources reflect a diverse society and staff are skilled in welcoming children who speak English as an additional language.
- Parents are welcomed into the nursery. Staff are flexible and sensitive to the individual needs of children and families during the settling in period and other transitions.
- Staff provide good role models for the children. They are affectionate and respectful in their responses to children and they encourage good behaviour.
- Staff respond well to children's interests and ideas. They listen carefully and encourage the children to explore and investigate.

What needs to be improved?

- vetting procedures for agency staff;
- use of the outdoor play area so that all the children's needs are met;
- child protection procedures so that there are procedures to be followed if allegations of abuse are made against staff.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
1	improve vetting procedures by checking CRB Disclosures of agency staff
4	improve use of outdoor play area to meet all the children's needs.
13	improve child protection procedures by producing a procedure to be followed in the event of allegations of abuse being made against a staff member.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Sunflower Nursery offers good quality provision, and helps children to make generally good progress towards the early learning goals.

Teaching is generally good with some very good aspects. The staff's clear knowledge of the foundation stage and their effective planning of interesting and appropriate, practical activities, helps children learn. Children behave well in response to the sensitive support of staff and are very caring and considerate of each other's needs. However, staff do not always make good use of resources or outdoor play space to enable children to develop their skills and this leads to lack of motivation and insufficient challenge for older or more able children.

Staff are sensitive to the needs of children who do not speak English as their first language and help them communicate and join in the full range of activities. There are currently no children with special educational needs attending the setting, although an effective system is in place to provide adequate support.

Leadership and management is generally good. Regular staff meetings and individual supervision with a line manager identifies areas for professional development. Relationships within the team are good, and staff work well together to support each other and share their knowledge and skills. However, they have not yet fully developed the procedure for monitoring and reviewing the effectiveness of the nursery's practice.

The partnership with parents and carers is generally good, and contributes to children's progress towards the early learning goals. Parents are well informed about the foundation stage curriculum and the nursery's activities and routines. They receive regular updates on their children's progress and are comfortable to approach the staff for further discussion. However, parents' comments about what their children achieve outside the setting are not yet used to inform future planning.

What is being done well?

- Children are confident and independent. They form warm, caring relationships with each other and with adults. They have high levels of self-esteem and speak in large or small groups with confidence, using a wide range of vocabulary.
- Children's behaviour is very good. Staff use a wide range of strategies to promote positive behaviour and help children to understand what is expected of them. Children co-operate and share resources, and are sensitive and respectful of each other's needs.
- Partnership with parents is good. Parents are well informed about their children's progress and are confident to approach staff to discuss their

children's individual needs. A good induction and settling in procedure helps parents of children who are new to the group feel confident that their children are happy.

- Staff provide very good support for children who do not speak English as their first language. They use a range of sensitive strategies and work closely with parents to help children to feel secure and settle into the nursery. They welcome the children each day at circle time in the appropriate first language and learn some key words to help children to communicate and become part of the nursery community.
- Staff have a very good understanding of how children learn through practical everyday activities. They use their knowledge of the foundation stage curriculum to help them provide a good range of interesting activities for children to experience, such as making marks in the steam on the windows or playing with melting ice, so that children are able to make good progress in all areas.

What needs to be improved?

- children's opportunity to write for a purpose and to access a range of additional materials and resources in craft and design activities, so that they can increase their manipulative skills, and express their creativity and imagination;
- the use of the outdoor play space so that children can move freely and imaginatively and develop their gross physical skills fully;
- the use of children's progress records to inform curriculum planning, including parents comments and observations about their children's progress outside the nursery, so that activities offer appropriately progressive challenges for all children, build upon what they already know and motivate them to learn;
- the system for monitoring the effectiveness of teaching practices and activities, to ensure that planning and assessment supports individual needs; the physical environment and resources are used to their full potential and the effects of changes in practice are evaluated.

What has improved since the last inspection?

The nursery has made generally good progress since the last inspection. The curriculum plans are now more detailed and are related to the early learning goals. They cover all six areas of learning and contain learning objectives from stepping stones for key focus activities; indicate a focus area of learning in the long-term plans and show staff roles and resources to help children learn.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children have high levels of self-esteem. They express their views and make suggestions, working together in small or large groups. They behave well, and understand what is expected of them. They are caring towards each other, and form good relationships with adults. They show a sense of community and talk about their home cultures with understanding and respect for each other's differences. However, more able children are not motivated to take part in some of the adult led activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's spoken language is developing well. They speak clearly in small and large groups, and tell stories about their home and familiar events. They show an interest in books and understand that print carries meaning. They 'read' alone, following the text, using books correctly, and can retell a narrative. However, they do not attempt to write spontaneously. They lack opportunities to use writing in role-play and are not encouraged to attempt to write their names in everyday situations.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children use number names and counting in their play. Some children count beyond 10 with understanding. They write numbers of personal significance and show a developing understanding of addition and subtraction. Children are competent users of language to describe shape, size and quantities. They discuss 'big' and 'little' stones and use their knowledge of size and capacity to solve practical problems such as putting the lids on the felt pens or pouring their own drink at snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children identify similarities and differences as they investigate how ice melts when they hold it in their hand and discuss the 'cold, tingly' paint. They explore materials using all of their senses in practical activities such as cooking. They use everyday technology such as telephones and have opportunities to learn to use a computer. However, they lack opportunities to design and join different materials due to over direction by adults and lack of access to tools and resources.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children show good fine motor skills and are able to climb and balance on beams in safety. They show an awareness of the importance of staying healthy; they wash their hands after using the toilet and after messy activities. They learn about changes that happen to their bodies through doing exercises to keep warm in the winter. However, children's opportunity to develop new physical skills is limited by ineffective use of resources and outdoor play space.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore colour, shape and texture through practical activities such as making and playing with jelly. They learn about mixing colours in painting activities and respond to a range of experiences in role-play and in small world play, discussing real and imagined events in their 'stories'. They enjoy music and songs. However, children's opportunity to learn to move imaginatively or express their creativity in art and design is limited by ineffective use of resources and play space.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- 1. Continue to develop the system of curriculum planning using children's progress records and parents' comments about their child's achievements outside of the nursery, so that all activities build upon what children already know and offer appropriate challenges according to individual needs.
- 2. Develop a system for monitoring the effectiveness of the teaching programme and activities, so that planning and assessment supports individual needs; the physical environment and resources are used to their full potential and the effects of changes in practice are evaluated.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.