



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 106380

DfES Number: 512538

### INSPECTION DETAILS

Inspection Date	10/05/2004
Inspector Name	Barbara Hollis

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Sunflower Pre-School
Setting Address	Yeo Valley CP School Derby Road Barnstaple Devon EX32 7HB

### REGISTERED PROVIDER DETAILS

Name	The Committee of Sunflower Pre-School Committee 1027412
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### ORGANISATION DETAILS

Name	Sunflower Pre-School Committee
Address	Yeo Valley CP School Derby Road Barnstaple Devon EX32 7HB

## 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 Pre-school is a voluntary group managed established in 1974 and managed by a committee of parents. It is based within the grounds of Yeo Valley County Primary School, in the centre of Barnstaple. The group is based in a purpose built building, in an enclosed and separate area from the main school, that is shared with the school nursery and reception class to form a Foundation Stage Department. 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. Overnight care is not provided.

The group is registered to care for up to 20 children between the ages of three and five. At present there are 33 children on the register, 19 of whom are funded three-year-olds and 11 of whom are funded four-year-olds. The group supports six children with special educational needs, one of whom has English as an additional language.

Three full time staff are employed; two have an appropriate child care qualification and the third is undertaking training. In addition two assistants are employed to support children with special needs. The group works in partnership and with the support of, the nursery and reception teachers. They also receive support from the Early Years partnership's Foundation Stage Advisory Teacher.

### How good is the Day Care?

Sunflower Pre-school provides good quality care for children.

The group is well organised and committed to providing flexible and supportive care for children and to working effectively in partnership with the school. The documentation and most policies and procedures are in place to ensure good practice. The premises are bright and stimulating and with a good variety of outside play space. Staff offer children a rich variety of experiences. Resources are mostly appropriate and are organised effectively to allow children independence and easy access.

There is a strong focus on promoting children's health, safety, and welfare. Effective procedures ensure that potential hazards are identified and appropriate steps taken to reduce risks to children. The staff are deployed well to supervise children's activities.

They work in partnership with the school to plan an interesting and varied range of activities for the children. They interact well with the children and have a positive relationship with them. Staff know the children well and support them effectively to ensure that they can all access the resources and activities available, including children who have special needs and English as an additional language. They are calm and consistent in their management of children and use praise and encouragement well to promote and reward good behaviour.

The pre-school has a positive relationship with parents. They are welcomed into the group, are well informed about the activities that their children are participating in and most aspects of the organisation. They are happy with the care provided and the support offered by the staff to meet their children's needs.

#### **What has improved since the last inspection?**

At the last inspection action was required to produce an operational plan, update a number of policies and procedures and undertake a regular risk assessment. The recent organisation of a new operational plan that includes accurate and up to date policies and procedures has resulted in effective policies and procedures to underpin good practice. This includes the undertaking of regular risk assessments.

Confusion regarding procedures required for complaints has led to limited progress in addressing the action to produce a complaints procedure and procedures to be followed in the event of a child protection complaint against a member of staff or volunteer. This is a recommendation to be addressed before their next inspection.

#### **What is being done well?**

- Committed management and staff work well together to provide an effective and well-organised group that offers flexible and supportive care throughout the day.
- The partnership between the school and the pre-school ensures consistency within the Foundation Stage and ensures a smooth transition for children as they move between resources.
- The premises are bright and attractive and offer an excellent variety of space, particularly outdoors.
- Staff work in partnership with the parents to meet children's individual needs and offer good individual support to children, including those with special needs and English as an additional language.

#### **What needs to be improved?**

- the availability and use of an appropriate range of resources that reflect a positive image of culture, gender and disability.
- clarity of the information regarding the procedures to be followed in the event of child protection allegation being made against a member of staff or volunteer.
- the complaints procedure, including the details required for parents if they wish to make a complaint to Ofsted.

### 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
9	Increase the range and use of resources that reflect a positive image of culture, gender and disability.
14	Have clear information in place, that is available to staff and parents, regarding the procedures to be followed in the event of a general complaint about the setting and the procedures to be followed in the event of a child protection allegation being made against a member of staff or volunteer.

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

### How effective is the nursery education?

Sunflower Pre-school offers good quality nursery education overall and children are making generally good progress in mathematics, knowledge and understanding of the world, communication, language and literacy and creative development. They are making very good progress in personal, social and emotional development and physical development.

Teaching is generally good. Staff have positive relationships with the children and interact well with them. They are deployed effectively to support all children, including those with special needs. Resources are organised well to interest and stimulate the children. Staff manage children's behaviour very well. They are positive, calm and consistent and behaviour is very good. Long term planning is effectively planned in partnership with the school and ensures a broad and interesting range of activities. There is less effective planning of daily activities to ensure that learning outcomes are clear and all children appropriately challenged. Staff regularly observe children but the assessment process at present is not always effective in identifying the next steps for learning and offering more able children enough challenge.

The partnership with parents is generally good. They are given good information about the setting and the activities their children participate in and they are encouraged to be involved in their child's learning. They receive some information about their child's educational progress but are not yet contributing to the assessments.

Leadership and management are generally good. The manager gives strong and supportive leadership to an effective staff team. There is a good partnership between the manager and the committee and they are committed to the continuing improvement. However there are no clear systems in place to monitor and evaluate how effective the long term planning of the curriculum is in the pre-school.

### What is being done well?

- Children are happy and settled. They enthusiastically and independently select resources and activities and are beginning to develop good levels of concentration. They are very sociable and play well together. They enjoy good relationships with the staff and are co-operative and very well behaved.
- Children move confidently indoors and out. They use large equipment effectively to develop their balance and awareness of space and handle small equipment and a variety of tools with increasing skill.
- Children have access to a good range of interesting indoor and outdoor activities that promote their progress in learning.

- The setting is committed to development. An effective partnership has been established between the school, staff and parents to promote good quality.

#### **What needs to be improved?**

- short term planning to ensure that all areas of the curriculum receive sufficient attention and that learning intentions are identified
- the challenges offered to children, particularly in aspects of communication, language and literacy and mathematics
- assessment to ensure it is clear what children can do, how to help them move on to the next steps and that parents can contribute their knowledge of their child's progress
- children's awareness of their own and others beliefs and cultures

#### **What has improved since the last inspection?**

Improvement since the last inspection has been generally good. The formation of a Foundation Stage Department with the school has resulted in a supportive partnership being involved in joint planning of a broad and varied early years curriculum. This is broadly successfully in the pre-school. However, some gaps in the curriculum that were identified at the last inspection are still in evidence. Children are not yet learning about their own and others beliefs and cultures and music and dance are not a regular feature of the planning. Additionally more able children are still not linking sounds to letters or developing their calculating skills. A key issue from this inspection revisits this gap in some areas of learning.

The new purpose built premises have improved the quality of the care and education provided. The provision of a cosy book corner has helped to encourage children to develop a real enjoyment of books. Also the ability of children to be able to select their own resources, such as the tape recorder and music tapes has encouraged an interest in the spoken word.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and settled. They enthusiastically select resources and activities and are developing good levels of concentration. They have very positive relationships with the staff and each other. They play very well together in small and large groups, co-operating and negotiating with each other to share and take turns and clearly enjoying each others company. They are secure and show developing levels of independence within the familiar routine and their behaviour is very good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and they communicate well. They listen well to each other and to staff e.g. at story time. They enjoy sharing books and regularly select books independently for their own enjoyment. They recognise their own name e.g. when selecting their name card on arriving and some can write their name. However, children are not having sufficient opportunity to begin to link sounds to letters and more able children to write for a variety of purposes and to form correct letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count, recognise and use numbers well in planned activities and everyday routines. They are developing a good understanding of shape and use language appropriately to describe size, position and shape. There are few opportunities for more able children to extend their developing mathematical awareness to solve simple problems and begin to understand calculations such as simple addition and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are beginning to develop an awareness of the environment and some of its features through varied and interesting themed activities. They enjoy designing and making complex models and are confidently using technology such as tape recorders in their play. They discuss significant past and present events in their lives but have limited opportunities to explore their own beliefs and customs and those of others.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are moving safely and confidently indoors and out. They are developing a good range of skills using large and small equipment. They climb, jump and balance with co-ordination and enjoy the exhilaration of running, chasing and stopping in the large, natural play area. They can thread, sort and use one handed tools and equipment such as scissors with increasing levels of hand-eye co-ordination.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children regularly enjoy exploring different media, for example charcoal, paint and dough. They show imagination when participating enthusiastically in role-play and when using small world equipment. They are willing singers who demonstrate an enjoyment of music. Their creativity is sometimes limited by over-direction of craft activities and they have too few opportunities to express themselves imaginatively through music and dance.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



### **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**

- Develop the planning and assessment systems further to ensure that all areas of the curriculum are fully covered and learning objectives are clearly identified. Ensure the assessment records fully track children's progress along the stepping-stones and show the next steps for learning.

*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.*