

Sunflowers Pre School and Out of School Club

Inspection report for early years provision

Unique reference number	EY412462
Inspection date	06/01/2011
Inspector	ISP Inspection
Setting address	Sunflowers Pre School and Out of School Club, Headland Road, Welford on Avon, Stratford-upon-Avon, Warwickshire, CV37 8ER
Telephone number	01789751003
Email	
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 Pre School and Out of School Club re-opened in 2010 under new ownership. The setting is privately owned and managed and operates from a mobile classroom situated in the grounds of Welford on Avon Primary School in Warwickshire. Children have access to an enclosed outdoor play area and adjoining playing fields. The pre-school is situated within the village of Welford and serves the local community.

The pre-school is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. There are currently 52 children on roll, 23 of whom are within the early years age range. The group opens five days a week during term time. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. Out of school provision operates from 8am to 9am and 3.15pm to 6pm during term time and from 8am to 6pm during school holiday periods.

The setting currently supports children with learning difficulties and/or disabilities, and who speak English as an additional language. There is direct access to the setting.

The setting employs four members of child care staff. Of these, all hold appropriate early years qualifications to NVQ Level 2 or 3, and the manager holds an NNEB. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are suitably safeguarded and child to staff ratios meet requirements. Appropriate attention is given to helping children develop their self-esteem and gain skills for the future. Children are happy and settled and are cared for by friendly, considerate staff who know the children well. Some planning is in place and resources are plentiful. The environment is inclusive and partnerships have been formed with parents, and are being developed with other key professionals involved in the children's lives. Some risk assessments have been devised and strategies for monitoring and evaluating the provision are being developed.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- review the risk assessment to ensure that it covers anything with which a

child may come into contact to ensure children's safety and well being

The effectiveness of leadership and management of the early years provision

The management and staff create an environment in which children are suitably protected from abuse and neglect, and staff access training to enable them to promptly respond to any concerns about children's welfare. Staff demonstrate a clear understanding of their role and responsibility relating to safeguarding requirements and regulations. Thorough recruitment procedures ensure that all new staff are suitably checked in order to care for children and procedures are in place to ensure children are not left unattended with unvetted adults. Daily risk assessments are effective in ensuring that potential hazards to children's safety are minimised, although not all risks have been considered which impacts upon the children's overall safety.

Available space indoors is well organised and effective deployment of staff helps to ensure that children are fully supervised. A free flow system between the garden and the indoors is being gradually introduced.

There are clear strategies in place to care for children with special educational needs and/or disabilities. Staff understand the importance of working alongside parents, carers and other agencies to support the children's needs to ensure they are included in the life of the setting. Policies and procedures are inclusive and suitable systems are in place to support those who speak English as an additional language. Partnerships with other providers where children attend more than one setting are continually being developed. The setting provides a friendly informal environment where visitors, children and their families are made to feel welcome. Children's art work is displayed which encourages children's sense of belonging.

Systems to monitor and evaluate practice within the setting are in their infancy, however, plans to fully involve parents and staff are being developed

Effective settling in arrangements ensure parents and children get to know staff and the routines. Parents spoken to during the inspection commented positively on the provision and expressed their pleasure at the activities the children are involved in and the pleasantness of the staff. They stated that they feel confident to raise any issues with staff and feel that they and their children are well supported.

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

Children engage well with their peers and are making satisfactory progress towards the early learning goals. Staff have a firm understanding of the Early Years Foundation Stage and how young children learn, as a result they provide them with a suitable range of adult-led and child-initiated activities. Staff interact well with the children and support their learning. Satisfactory planning is in place

ensuring all of the six areas of learning are effectively included and this is being continually developed. Staff undertake observations of the children during their play and the information gained is used to determine the next steps in their learning.

Personal, social and emotional development is generally well promoted. Children are cared for in key worker groups although all staff interact and respond to the children's ever changing needs. Children's behaviour overall is good and staff are consistent in their approach to handling the children's behaviour. Children receive lots of praise and encouragement which makes them feel good about themselves, therefore developing their self-esteem.

Children's language and literacy and skills for the future are developing well. They are able access a variety of books and actively seek out members of staff to read with them. Children also have opportunities to become familiar with letters and words through the use of labels within the setting and when using the computer.

Children's health and well-being is suitably promoted and necessary steps are taken to prevent the spread of infection. Children understand the need to wash their hands after using the bathroom and before meal and snack times. Staff are aware of appropriate treatment if the children become unwell or are involved in an accident and any medical records are shared with and countersigned by parents. Children are made aware of potential risks and how to prevent accidents through guidance from the staff. For example, they are encouraged not to run indoors.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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