

Sunflowers Nursery

Inspection report for early years provision

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Inspector Patricia Webb

Setting address Beacon Road, Pheasey, Great Barr, Birmingham, B43 7BW

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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 Nursery is one of a small chain of privately owned settings and opened in 2000. It operates from six rooms in single storey premises in Great Barr, Birmingham. The nursery serves the local and surrounding areas. There is a fully enclosed outdoor play area available. The nursery is open each weekday, all year round, from 7.30am to 6.00pm.

The nursery is registered to care for a maximum of 105 children of whom no more than 40 may be under two years. There are currently 145 children on roll all of whom are in the early years age range. The nursery is registered by Ofsted in the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

There are currently 32 staff who work with the children. Most staff hold early years qualifications and some staff are in the process of extending their professional qualifications. One member of staff holds Early Years Professional status. Additional administration and housekeeping staff are also employed.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this exceptional provision supported by highly motivated and enthusiastic staff. Every child and their family is valued and respected and an extremely strong emphasis is placed on delivering individualised care, development and learning. Consequently, each child makes excellent progress in the Early Years Foundation Stage. The owners, senior management staff and the staff team have very high aspirations for quality and their collaborative approach results in ongoing improvement being inherent in the delivery of inspired practice.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- updating the self-evaluation document to reflect the current practice and improvements made to further inform the ongoing development of the provision.

The effectiveness of leadership and management of the early years provision

The owners of this setting are actively engaged in the day to day running. They support senior staff and the staff team effectively resulting in embedding a strong sense of ambition, thereby, driving ongoing improvement. As a result, children blossom as they utilise the environment that is presented in inspired ways to excite and enthral them. The layout affords each group of children excellent opportunities for accessing the outdoor areas, selecting their own resources and managing their activities for themselves. The care bases are laid out on one level enabling easy access for all.

Staff take a cohesive approach to ensuring risks and hazards to children are identified and minimised both on and off the premises. Full and detailed records are maintained to ensure that where hazards may be evident, the action is taken to address any concerns in a systematic way. This approach is also followed through by additional housekeeping staff who consider the health and safety of the children at all times. Children are fully safeguarded as staff have an extremely sound knowledge and understanding of child protection issues and are confident in their response to any concerns they may have about a child in their care. Parents are fully informed of this duty of care and are assured that the setting would act in a child's best interest at all times. Staff recruitment and selection processes are rigorous and robust in ensuring children's safety and welfare. Full clearances and references have been obtained and ongoing suitability is assured through the in-depth induction and appraisal systems.

Self-evaluation is a continual process that is engaged in by all involved in the setting, from the children themselves, as well as, parents, other professionals, staff and owners. This ensures that improvements are analysed and are focused on aspects that will bring about the most effective impact on children's outcomes. For example, a door has been fitted to the toddler room to enable the children to have free flow access to the outdoor area. A safe and secure ramp and raised platform in the tweenies room enables children to have a different perspective on their environment and notice many of the activities happening at the front of the building. Whilst everyone engages in the evaluation process, the document itself has not been updated to fully reflect the current strong practice.

Parents and past pupils speak very warmly about the provision, citing the friendly and approachable staff as a key element in their decision to use the setting. An older child recalls how staff were 'really good and helped me with my learning'. The child then relates how a sibling now attending the nursery delights in bringing home art work and sharing achievements and efforts with the family. Another parent cites the 'feel' of the nursery and is confident in the support given by key workers to the child in order for the child to achieve. Positive partnerships with parents and carers are integral to the success of the setting. As one parent says, they 'always feel listened to' by the staff. Some parents share their professional roles, visiting the children and showing their work as a dentist or fire fighter. They share in the children's learning and development as they display 'wow moments' that happen at home and these are entered into children's developmental records

to contribute to their learning journeys. One parent notes how a child sleeps well at home 'until the sun comes up' and another child is praised for naming all seven of Snow White's dwarves. Partnerships with other professionals are exceptionally well-developed. This promotes consistency and acknowledges each adult's skills and areas of expertise particularly when working with children who may require additional support in some areas of their development and learning. Shared responsibilities among the senior staff promote further consistency and both managers are supernumerary when on duty, as are the owners. This results in a very high level of support for children on a day to day basis.

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

Staff have worked diligently to develop a highly successful system for planning, observing and assessing individual children's progress in the Early Years Foundation Stage. A consistent approach means that a child's time in the setting is easily tracked and their development from dependent baby to active, self-sufficient preschool child, is carefully logged. Consequently, many children make exceptional progress towards the early learning goals. Staff have very high expectations of what and how children learn and this is demonstrated in the inspired work that can be seen in each care base. Toddlers gain awareness and knowledge about the solar system, preschool children use computers with skill and engineer their own activities both indoors and outside developing their independence. Staff use their knowledge and understanding of child development very positively. For example, an observation on a baby details how the child was reluctant to settle with the key worker for a bottle feed. The member of staff then tried another teat on the bottle and immediately the child calmed down and began to settle, making direct eye contact with the member of staff who noted this as the early stages of effective communication.

Staff know the unique and intrinsic characters of each child in the setting and use this information instinctively to plan and meet individual needs. Babies and toddlers seek out staff confident in the support and response they receive and giggles ensue when a toddler 'dances' in front of the mirror and catches the adult's reflection smiling back. Children gain a deep and meaningful awareness of their world as they grow and tend their plants and vegetable crops in the garden. Last year, their efforts resulted in a glut of tomatoes which were shared with parents. They engage actively in recycling activities which not only teach them about sustainability of the environment but are also linked to charities, to inform children about the needs of others in society. Children have visited various venues and amenities in their community including trips to the theatre to watch plays based on much-loved stories about hunting bears and a tiger who visited for tea. Children have also visited various centres of worship, such as, churches and temples. A trip is being planned shortly to visit a new temple which a child's family have been involved with building.

Role play and imaginative play are favourite activities with the children. Inspired students, learning their craft with excellent support and mentoring, are encouraged

to prepare and plan such activities. The role play area is currently set out as a catwalk, with a red carpet and an extensive range of dressing up clothes for the 'models' to display. This work is also helping children to learn about the various countries in the world as they consider where some fashions come from. A group of children engage in washing the cars outside in the garden. When asked where all the dirt comes from, a child answers 'the dirt just makes itself and then you have to wash it off!' Budding builders 'repair' the imaginary leaking and broken chairs using the large roll of parcel tape. These activities are used effectively by staff to ensure children become aware of safety, using tools with care. Children discover the operation of a water system as they activate the hosepipes and the wall mounted toilet cistern with confidence watching the water cascade down the guttering. Younger children delight in donning Wellington boots and splashing around in the puddles that form and staff make this even more exciting by adding bright blue glitter to the puddles. Toddlers explore this phenomenon with awe and wonder.

Children's health and well-being are promoted very well. Any health and dietary requirements are discussed in detail with parents and catered for on an individual basis to ensure children's ongoing welfare. Staff undertake professional training should any child require specific medical attention and all staff hold current first aid certificates. Children enjoy the very balanced and nutritious meals that are cooked freshly onsite each day by the two cooks. Children have opportunities to have starters and a main meal for lunch on some days rather than a pudding, helping children to become aware of not always needing something sweet. Some cultural celebrations extend to the daily menu as, for example, the plans for St David's Day include potato and leek soup, lamb casserole and Bara Brith, with vegetarian alternatives available where necessary. Children's behaviour is exemplary in all care bases. Staff are skilled in managing behaviour using a consistent approach to note the triggers for some behaviours. They enable children to cope with their strong emotions and feelings, commensurate with their age and stage of development and levels of understanding.

Sunflowers Day Nursery delivers an exceptional provision that keeps the care, welfare and happiness of the children at the heart of its ethos.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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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