

Sunflower Childcare

Inspection report for early years provision

Unique reference number

EY379280

Inspection date

20/06/2011

Inspector

Josephine Northend

Setting address

Archibald Primary School, Barnaby Avenue, Middlesbrough,
Cleveland, TS5 4DY

Telephone number

01642 732 094

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Sunflower Childcare is a privately owned nursery and it is situated within Archibald Primary School in the West Lane area of Middlesbrough. It was registered in July 2008. The nursery serves the local area and has links with the school. The nursery is accessible to all children and there is a fully enclosed shared area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 5.45pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 34 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 38 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eleven years. The nursery provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The provision is not effective in meeting the needs of the children in the Early Years Foundation Stage age group as there are several breaches to the welfare requirements. Inclusion is satisfactorily promoted and all children are involved. Children are making satisfactory progress in their development in relation to their starting points. They have easy access to a varied range of resources to promote most areas of learning. Self-evaluation procedures are not yet fully established to support the continuous improvement of the provision and parents are not fully informed of the setting's policies and procedures.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- request written permission from parents for seeking emergency medical advice or treatment 05/07/2011
- ensure the indoor environment, furniture, equipment 05/07/2011

and toys are clean and suitable for their purpose; resources particularly in relation to the emptying of bins, cleanliness of flooring and equipment and the appropriate changing of cot sheets and the provision of hand-drying facilities for children

- ensure parents are provided with relevant information, particularly, policies and procedures relating to complaints and procedures to be followed in the event of a child not being collected or going missing (Safeguarding and welfare).

05/07/2011

To improve the early years provision the registered person should:

- continue to use the process for self-evaluation to monitor the provision and identify areas for development
- review risk assessments in relation to the use of socket covers and ensure there is an up-to-date record of fire drills
- develop children's independence skills, especially at meal times
- further develop the opportunities to enable children to count and calculate through practical situations
- further develop systems to support children with English as an additional language.

The effectiveness of leadership and management of the early years provision

Adults caring for children demonstrate appropriate knowledge and understanding of safeguarding issues and procedures. Appropriate recruitment, vetting and induction procedures are in place to ensure that adults working with children are suitable to do so. Deployment of staff is satisfactory and children generally receive appropriate adult support and attention. Staff have a positive attitude towards personal development and have attended many additional training courses since the last inspection, including food hygiene and cystic fibrosis training.

Suitable risk assessments are conducted and relevant steps are generally taken to ensure safe and secure indoor and outdoor premises, but not all electric sockets at children's height in the play areas are protected. The environment is not prepared for children's arrival. The the flooring, furniture, equipment and toys are not sufficiently clean. Cot sheets are not changed appropriately and hand drying facilities for children are not always available. The bin in the main play room is also overflowing at the beginning of the day. This is a breach of the welfare requirements.

Inclusion is satisfactorily promoted and all children are involved. Staff obtain useful written information from parents about each child and some staff members demonstrate clear knowledge and understanding of the children in their care. However, the systems to support children with English as additional language are not fully established.

Self-evaluation procedures are in their infancy and strengths and weaknesses are not clearly identified. However, the manager is working with the local authority and has developed action plans to support the continuous improvement of the provision. All records and documents required for the safe and efficient management of the provision are available and well kept. Some good practice procedures including whistle-blowing are also in place.

The setting generally works well in partnership with parents and carers and they are kept informed of their child's progress and development through regular discussions and access to their child's development records and daily diaries for those parents who wish to use one. Parents receive a prospectus that includes some policies and procedures. However, they do not have easy access to other policies, including complaints and lost and uncollected children and not all parents have given written consent for the seeking of emergency medical advice or treatment in an emergency. These are further breaches of the welfare requirements. Parents receive newsletters and other information to help support their child's learning at home. Staff are also aware of the benefits of working in partnership with other settings to promote children's transition and consistent care, and this is an ongoing procedure.

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

Children are making satisfactory progress in most areas of learning. Their development is appropriately observed and recorded by key staff and the information is used to inform future planning and learning. Their individual progress towards the early learning goals is recorded and assessments are completed and shared with parents.

Most children present themselves as feeling safe and secure in the setting and most behave appropriately. Staff demonstrate satisfactory knowledge and understanding of how to manage behaviour effectively and promote a friendly environment. Children are helped to learn about keeping themselves safe when involved in fire drills. However, the record of fire drills is not up to date. Children are not always reminded about playing safely within the nursery as they jump off sofas onto play mats. Their independence is satisfactorily promoted and they are offered choices about what they want for breakfast. However, although the procedure is for them to be offered a choice of milk or water at lunch time this did not happen at the time of inspection.

Children's health is well promoted in some aspects. For example, they receive varied and nutritious healthy meals and snacks throughout the day. Good hygiene procedures are implemented in the preparation of food in the kitchen, and children learn about the importance of personal hygiene, including hand-washing and oral hygiene. However, children's independence skills are not well promoted at meal times, they have limited opportunities to serve themselves and pour their own drinks. Children have regular access to outdoor play and use a large range of equipment skilfully, including balancing beams. Appropriate toys are available within the baby area to promote their development.

Some children demonstrate developing communication, language and literacy skills, such as when listening and talking to each other and staff. However, this is not fully extended to make meal times a more social occasion. Children show good interest in books and hold them well, while turning the pages correctly. Some children recognise their name on labels and know that print conveys meaning. They have some opportunities for mark-making, both indoors and outdoors. However, the resources are not always set out for them. Children develop appropriate relationships with staff and peers.

Children's knowledge and understanding of the world around them is effectively promoted through different activities and resources which reflect other cultural backgrounds and celebrations and also disability. Children also visit the nature garden and participate in the 'All about me' topic.

Children have some opportunities to develop their problem-solving, reasoning and numeracy skills. For example, they enjoy different computer programmes which enable them to match and sort items by colour, shape and size. However opportunities for children to count and calculate through practical situations are limited.

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?	4
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	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
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

The quality of the provision in the Early Years Foundation Stage	4
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure parents are provided with relevant information, particularly policies and procedures relating to complaints and procedures to be followed in the event of a child not being collected or going missing (Welfare of the children being cared for). 05/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure parents are provided with relevant information, particularly policies and procedures relating to complaints and procedures to be followed in the event of a child not being collected or going missing (Providing information to parents). 05/07/2011