

Sunflower Day Nursery and Kids Club

Inspection report for early years provision

Unique reference number

EY420513

Inspection date

01/09/2011

Inspector

Ann Cozzi

Setting address

Sumners Community Recreation Centre, Broadley Road,
HARLOW, Essex, CM19 5RD

Telephone number

01279 430436

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 Nursery and Kids Club was registered again as a limited company in 2010. It operates from Sumners Community Recreation Centre in Harlow, Essex. Children come from the local community and surrounding area. All children have access to a secure, enclosed outdoor play area.

The setting is open each weekday from 8am until 6pm for 51 weeks of the year. The provision also provides a kids club for children aged from four years upwards after school and during school holidays. They are registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The setting supports children who have English as an additional language and children with special educational needs and/or disabilities. A maximum of 52 children may attend the nursery at any one time. There are currently 46 children on roll, some of whom are in receipt of early education funding.

The setting employs 13 members of staff. Of these, 11 hold appropriate early years qualifications. One member of staff is working towards a relevant early years qualification and one is working towards a degree level qualification. The setting receives support from a Sure Start qualified teacher and development officer.

In 2010 the nursery achieved Aiming Higher quality assurance scheme with the Pre-school Learning Alliance. In 2011 the kids club was accredited with the Quality Assurance scheme with 4 Children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall staff demonstrate a good understanding of each child's needs, which helps them to successfully support their welfare and learning. Children are safe and secure and enjoy opportunities to learn about the local and wider world. Excellent partnership working with parents, the local school and other professionals ensure that robust systems are in place to exchange vital information in order to meet the needs all the children effectively. This means that children progress well given their age, ability and starting points. Regular self-evaluation is undertaken by the setting, which makes sure that priorities for improvement are identified and acted upon, resulting in a provision which responds well to all user needs.

What steps need to be taken to improve provision further?

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

- ensure that the risk assessments cover anything with which a child may come into contact
- develop further systems to ensure children's identified next steps across all

areas of learning are consistently used to inform future activities.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of safeguarding issues, which supports the protection of children's welfare. All staff have completed safeguarding training and demonstrate a clear awareness of the systems in place. For example, reporting any child protection concern to the designated person and appropriate child agencies. The setting further supports children's welfare by ensuring that recruitment and vetting procedures are robust, including the induction procedures for all new staff and volunteers. The setting has a variety of detailed written risk assessments and staff undertake daily safety checks of the building to keep children safe. However, the risk assessments do not include everything with which a child may come into contact, for example, the resources used for creative play activities, or low-level hazards. All other required records are in place and well maintained, such as a registration system which records children's hours of attendance and a record of all visitors to the setting. This ensures that all children and adults are accounted for at all times. The security across the whole setting is good because it prevents intruders from entering the building and means that children cannot leave unsupervised. There are always staff on duty in the setting and on outings who have up-to-date paediatric first aid training. This means that in the event of accidents, children are provided with appropriate care. There are a wide range of written policies and procedures in place to support the manager and her staff in the day-to-day running of the setting.

The organisation of furniture, toys and equipment is effective because it enables children's access to all areas of learning, supporting their developing independence. The provider strives to ensure that resources and the environment are fully sustainable, for example, recycling household packaging for creative activities. Equality of opportunity is promoted well by the manager and her staff team, including those with special educational needs and/or disabilities and those learning English as an additional language, make good progress. Staff work well together and they are effective in supporting children as they begin to learn about and understand the society they live in.

The manager and her staff have worked hard to develop highly positive relationships with all groups of parents. They are encouraged to be actively involved in decision making on key matters affecting the setting through well-established and highly inclusive procedures, including self-evaluation. This ensures that parents have access to information about all aspects of their own children's achievement, well-being and development. The setting provides tailored guidance and information about practical ways parents can support their children's learning across different areas. Parents report that they are made to feel welcome when they arrive and that staff are approachable and friendly. They feel good about their children making new friends and were made to feel at ease during the settling-in period. In addition, they feel that their children enjoy their time at the setting. Children are enabled to make smooth transitions into mainstream school because staff take the time to develop important working relationships with primary

schools the children will move on to. Communication also takes place between the setting and other partners supporting individual children. This ensures information is regularly shared and used to promote their achievement and well-being at an early stage.

The management team undertake regular self-evaluation, which involves staff, parents and other partners. This provides them with an accurate diagnosis of the strengths and weaknesses of the provision. Actions taken by the setting are well-chosen and carefully planned so that impact is evident in most of the areas in which it is needed. Staff are provided with good support in regard to their continuing professional development which, in turn, provides good outcomes for children.

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

Staff demonstrate a clear understanding of the Early Years Foundation Stage and how young children learn through play. They make regular observations of children across all areas of learning and cross reference these to the Practice Guidance for the Early Years Foundation Stage. However, the planning of activities is not always securely based on the identified next steps in children's learning. The very good range of high quality resources and equipment indoors and outside means children make progress in their learning, regardless of where they choose to play.

Children make good progress overall in developing the personal qualities that enable them to take responsibility for small tasks, such as pouring themselves a drink at lunch time. Children enjoy playing on their own and also play in harmony in small groups, for example, while undertaking craft activities. They make room for their friends to sit down and proudly tell staff that they have shared the glitter. Children are motivated and interested to learn and show an interest in a broad range of activities. They enjoy free-flow play, which provides them with lots of chances to take responsibility for choosing what they would like to do next. In the outdoor play area children have fun digging and they notice the marks that their rake makes in the earth. They become animated when a member of staff suggests a ladybird hunt. They excitedly tell the inspector what they are about to do, before independently finding the appropriate resources for the job. With support, they find a grasshopper and examine it very closely. This helps them to extend their knowledge about the world around them and living things. Children problem solve as they explore and investigate the properties of water. They discover that when they dip a sponge into soapy water and squash it, it makes bubbles. With support, children explore the properties of the bubbles they have made, following simple instructions as they blow them and discover what happens next as some of them leave their hand.

They concentrate for extended periods of time as they repeatedly fill and empty containers. They learn about capacity as they discover that they have poured too much water in to their container, watching in fascination as the water spills over. Babies are excited by their increasing mobility and set their own challenges as they pull themselves to standing with the support of a member of staff. Babies move

around freely exploring their environment with growing interest. This is enabled by staff, who make sure that they are provided with sufficient space to move, roll, stretch and explore.

Children develop awareness of their own cultures and those of others as they celebrate different festivals and try foods from other countries. Resources are in place which reflect and celebrate the diverse society in which they live. There are regular trips outside of the setting which help children to make sense of the world and their place within it.

Children are taught to be safety conscious and demonstrate a willingness to keep themselves and others safe, responding positively to gentle reminders from staff. They clearly have secure relationships with staff in the setting as they approach them confidently for support and reassurance when needed. They learn about the importance of good hygiene through established routines, such as hand washing before touching food. This helps to promote their understanding of healthy habits. They are encouraged to develop a positive attitude towards being active and have lots of fun engaging in a wide range of activities in the well-equipped outdoor area. This also provides them with time spent in the fresh air where they can expend their energy safely. As a result, they begin to learn about adopting healthy lifestyles. All children have the opportunity to rest or to be active according to their individual needs.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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: Met

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