

# Sunflowers

Inspection report for early years provision

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**Unique reference number** EY425928  
**Inspection date** 14/10/2011  
**Inspector** Sarah Williams

**Setting address** The Cabin, Stone Street Road, Boxford, Sudbury, Suffolk,  
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**Type of setting** Childcare - Non-Domestic

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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 Childcare Centre is privately owned and opened in new premises in 2011. The centre operates from a self-contained building on the site of Boxford Primary School in the village of Boxford, Suffolk. All children share access to a secure, enclosed, outdoor play area. A maximum of 26 children may attend the centre at any one time. The centre opens five days a week for 42 weeks of the year. Operating times are from 7.30am until 6pm.

There are currently 36 children aged from two to five years on roll. Children aged two, three and four years receive funding for early education. Children attend for a variety of sessions, full day care or out of school care. The centre serves the local community and surrounding areas. The setting supports a small number of children who have special educational needs and/or disabilities or who have English as an additional language.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The centre employs eight staff, of whom six of the staff, including the manager, hold appropriate early years qualifications. There are two staff currently working towards a recognised or higher early years qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in this welcoming, inclusive and well-organised setting. Effective strategies are in place to ensure that all children are included and have their individual needs supported well. They make good progress in all areas of their learning and development, however, next steps are not always explicit or sufficiently detailed. Partnerships with parents and other organisations are valued and support children's well-being. Links with other early years providers are acknowledged, but not yet for all children. Documentation is informative and well presented and regularly reviewed to support children's care, development and education. Systems to evaluate and improve practice to secure continuous improvement are good and include the opinion of users and staff at the setting.

## What steps need to be taken to improve provision further?

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

- ensure that next steps are clear and contain sufficient detail to enable parents to be fully involved and continue learning at home
- initiate a system to ensure there is a regular two-way flow of information with parents and between providers of early years education to ensure

continuity of care for all children

## **The effectiveness of leadership and management of the early years provision**

Children are effectively safeguarded and benefit from the setting's robust and well thought out policies and procedures. Good recruitment and induction systems, and ongoing training, ensure that staff are secure in their knowledge and understanding of how to report any concerns they may have with regard to children's welfare. Relevant checks and ongoing assessments and appraisals ensure that all staff are suitable to be in the proximity of children. Risk assessments are thorough and comprehensive and reviewed on a regular basis to ensure that children are protected from harm. Children's safety is assured as they are only released into the care of a known adult. The setting is well led and managed. Regular staff meetings ensure that staff are fully included in any decision making and provide staff with opportunities to share good practice, for example, after attending a training course. Staff deployment is generally well organised, ensuring that children's learning is supported by a generous staff ratio.

The setting reflects on its effectiveness through a well-documented evaluation form, ensuring that the views of parents and staff are included. The management and senior staff are committed to improving the setting and have plans to further develop the outside area in exciting ways following the move to the current, purpose-designed premises. Children are fully included in all aspects of the setting and any with additional needs have these taken into account to ensure they do not miss out. Staff take time to talk informally to most parents each day about their child and regular meetings, newsletters and noticeboards providing a wealth of information ensure that parents are fully involved in all aspects of the setting. Parents are very supportive of the setting and speak highly of the staff team. They comment on how well their children have settled and value the care and education that is offered to them and the flexibility that allows them to work or study, knowing that children are well cared for.

The setting has very close links with the adjacent primary school and liaises closely with the early years staff which greatly benefits the children at the point of transfer. Good systems are in place to support children with special educational needs and/or learning disabilities or those who have English as an additional language, for example, providing appropriate vocabulary in the child's home language, and working with outside agencies, to ensure that all children are able to make the best progress possible.

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

Children are secure and happy and enjoy their time in this bright and stimulating environment. Staff consider children's needs and use information gained from the observations they make and their knowledge of the children's interests and learning styles to plan activities tailored to their needs and abilities, therefore,

ensuring children make good progress in the six areas of learning within the Early Years Foundation Stage. Parents are encouraged to review their child's developmental records and many choose to add their own comments and information about any progress they may have observed from home, contributing well to children's learning. However, the next steps identified by staff are sometimes lacking in sufficient detail to enable parents to effectively continue the learning at home.

Children's creative and imaginative play is well supported and encouraged through the provision of high quality resources, appealingly presented. For example, the role play area has small-scale domestic style props for the development of play scenarios, and the large blocks encourage children's creative ideas, such as making a pirate ship. The outside area has designated sections for covered play, such as painting and small world play, sand and water play and a wild garden area. Furthermore, children have access to the school playing field and large fixed equipment, enabling them to take frequent nature walks and even a pretend 'bear hunt'. They use the playground to explore their own shadows and draw around one another as part of the topic 'all about me'.

Children have good opportunities to develop the skills they will need in their future learning, such as literacy, problem-solving and IT skills. They are introduced to letter sounds, numbers, colours and shapes and bring items from home to share at circle time to reinforce their understanding.

Children's understanding of the world in which they live is developed as they celebrate a range of festivals and cultural events from all around the world and go out in the locality on a regular basis, for example, visiting farms nearby and the church. Children's communication skills are developing well. Staff engage with the children well and offer appropriate questions to enable children to think about what they are doing, for example, when playing at the sand tray with plastic insects, asking 'how many legs can you count?', and 'what do you think will happen?' when a child is making sandpies. Children are enthusiastic in their responses and praised highly for this. A range of mark-making opportunities is offered to children, for example, drawing and painting, sometimes with water and large brushes outside. Displays of colourful, imaginative and high quality work, well presented and labelled, shows children that their efforts are valued. Areas within the main playroom are designated and well resourced for problem-solving, mark-making and floor play, music, sounds, creative, construction, and IT, with a full suite of computers and printers. Staff assist and encourage children without dominating the play, for example, making a railway layout or completing a one hundred piece puzzle.

Staff remind children about how to behave, for example, to use 'kind hands' and indoor voices, as well as how to move about safely, helping to maintain a harmonious atmosphere. Regular fire drills help children learn how to respond if the fire alarm is activated. Children develop friendships with one another and have warm and friendly interaction with staff, demonstrating their trust and confidence as they ask to have their needs met.

Children's health is effectively promoted throughout the setting. Any specific

dietary needs or allergies that may impact on children's welfare are known. Snack time is usually a rolling snack served at one end of the homely kitchen. Children enjoy healthy and hearty choices, such as toast and marmite or jam and fresh fruit, cheese and breadsticks, ensuring their energy levels are maintained. Drinks of milk or water are provided at snack time and water is available at all times for children to monitor their own thirst levels. Lunches may be either supplied by the school kitchen or a packed lunch from home, stored safely until needed. Fun music and movement sessions aid physical development and coordination and raise awareness of how the body responds to exercise.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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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