

Sunflowers Nursery

Inspection report for early years provision

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Inspector Jayne Rooke

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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*.

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Description of the setting

Sunflowers Nursery was re-registered in 2011. It is run by a committee comprising of school governors, parents and staff. The nursery operates from a self-contained unit within Coleshill C of E Primary School. The out of school club operates from a separate area of the school and has access to the school hall. All children attend the school. There is a secure enclosed play area and access to the school grounds for outside play.

The nursery is open from 8.45am to 3.15pm and the out of school club is open from 7.45am to 8.45am and 3.15pm to 5.30pm. Both settings operate during school term time only. They support children with special educational needs and/or disabilities and those for whom English is an additional language. The nursery may care for no more than 30 children aged from two to three years at any one time and is registered on the Early Years Register. There are currently 45 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds.

The nursery employs eight members of childcare staff, five of whom hold appropriate early years qualifications. The Early Years Foundation Stage manager holds an appropriate teaching qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are enthusiastically welcomed into this well-organised and vibrant setting. They enjoy a stimulating and varied range of play and learning experiences which present good levels of challenge. Strong partnerships exist with parents, the school and other community services, ensuring that all children receive consistent and sensitive support. Observation, planning and resources are used effectively in most areas to support children's learning and development. A good system of self-evaluation is in place to promote improvement through shared good practice and continuous professional development.

What steps need to be taken to improve provision further?

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

- improve opportunities for children to develop and use their home language in their play and learning
- improve the observation and assessment of planned experiences that support children's problem solving, reasoning and numeracy skills.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded because robust procedures exist to protect them from harm and neglect. All staff are clear about the safeguarding policy and take prompt action if they have any concerns about a child's well-being. Thorough risk assessments are conducted for all areas of the setting, the equipment children use and each outing to minimise risks and hazards. Detailed information about each child is obtained and accurately recorded and all of the necessary consents are in place. This ensures that children receive safe and individualised care.

There is an effective policy in place to promote equality and anti-discriminatory practice, helping children and families from diverse communities to feel welcome and included. The needs of each child are carefully considered so that they receive good levels of support in their care and play. Opportunities for children to explore different lifestyles, customs and beliefs are well planned throughout they year. However, there are few resources within the everyday environment to reflect the backgrounds of children who speak English as an additional language. This limits opportunities for children to develop and use their home language in their play and learning.

Self-evaluation methods are effective, helping the management team and staff to build on their strengths and to highlight significant areas for development. They share good practice ideas with other providers and actively seek out professional advice and guidance to steer their continued development. This has resulted in improved links within the Early Years Foundation Stage unit and extended opportunities for children's continuous outdoor play. The views and feelings of the children and their parents are used to guide and inform practice through daily discussion, observation and feedback questionnaires. Comments received from parents are positive and complimentary, praising the staff's commitment to children's safety, supervision, progress and development. They feel fully informed about all matters regarding their child's routines, care and learning, which helps them to support their child at home. Staff attend regular training events to develop their professional knowledge and skills, ensuring that they are up to date with current guidelines and regulations.

Children benefit from well-organised activities and routines which provide them with a safe and stimulating environment. They move around freely, making choices and decisions about their play and learning from readily accessible toys and equipment. Staff demonstrate a good understanding of the needs of each age group, offering individual attention and small group activities which help children to feel settled and secure. Partnerships with parents and other childcare and health professionals are highly effective in meeting the needs of each child. This successfully fosters complementary care and education.

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

Children make good progress towards the early learning goals. Observations and assessments are generally used well to inform future planning and to identify children's next steps in learning, although there are some gaps in the provision of planned experiences that support children's problem solving, reasoning and numeracy skills. However, staff provide a broad range of stimulating play and learning experiences which provide good levels of challenge for all children. For example, older children develop confidence in the use of simple computer programmes. They use the mouse with good control and coordination to select different educational games. They apply their acquired knowledge of sounds and letters to practical application, identifying the correct signs and symbols for each word as they choose to save or delete it in the appropriate place. Children are encouraged to listen carefully and to repeat sounds and letters, vocalising recognisable words. This helps them to develop the early stages of reading. They thoroughly enjoy action games which require them to follow directions and instructions as they move their bodies in different ways, developing their communication and listening skills. Visual resources, such as hand puppets and books, are readily accessible to support children's language and communication. However, there are few dual-language resources available for children who speak English as an additional language.

Children use numbers for counting in their play and routines and are beginning to categorise objects by colour, shape and size. They fix jigsaw puzzles of varying complexity, developing some problem solving skills and abilities. Children use a variety of materials in their creative play, making marks, patterns and pictures. Songs, rhymes and stories are a strong feature of children's daily routine, enhancing their creativity, imagination and sense of fun. This adds meaning and purpose to their learning. Younger children are sensitively supported by a trusted key worker, helping them to feel safe, settled and reassured. Consequently, they develop the confidence to participate in small group activities and to socialise with others. Activities and routines are skilfully adapted, taking into account the individual needs and capabilities of each child. This enables children with identified needs to take a full and active part in all aspects of the provision.

Children develop a keen sense of the world around them as they observe the change in seasons and the patterns on tree bark and leaves during walks and outings. They learn how to keep themselves safe and warm during role play games, which encourage them to think about the right kind of clothes to wear in the winter. Children celebrate a variety of festivals throughout the year, which helps them to respect and value the traditions and beliefs of others. They learn how to treat each other with kindness and respect, as staff reaffirm expected rules of behaviour for sharing toys and being kind. Older children are encouraged to adopt safe practices when handling sharp tools and equipment so that they do not hurt themselves or others. Children benefit from regular fresh air and exercise and eat meals and snacks which are healthy and nutritious. They learn to wash their hands at routine times, promoting healthy lifestyles.

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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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

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