

Sunflower Day Nursery

Inspection report for early years provision

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Inspector Bridget Copson

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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

Sunflower Day Nursery originally opened in 1992 and moved to its current location in 1996. It re-registered due to a change of ownership in July 2011. It operates from a purpose-built building at Newton Abbot Racecourse, Devon. Children are cared for in three age-related playrooms, and there is an outdoor play area which all age groups share. The children also have supervised access to the racecourse grounds on non-race days.

The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. It is registered to care for a maximum of 45 children under eight, all of whom may be in the early years age group; of these, not more than 19 may be under three and not more than nine may be under two at any time. There are currently 63 children on roll in the early years age group. The nursery cares for children who learn English as an additional language and children with special educational needs and/or disabilities. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. It is open from 7.30am to 6.00pm, five days a week, all year round.

The nursery employs 10 staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met effectively and they are making good progress towards the early learning goals. This is enhanced by excellent partnerships with parents and good links with most other agencies and settings children also attend. Children are developing very positive attitudes, and have some opportunities to learn about the cultures, beliefs and lifestyles of one another. Their welfare is safeguarded to a high standard and their health promoted well in most areas. Management and staff demonstrate a commitment to secure continuous improvement and successfully evaluate most areas of the provision.

What steps need to be taken to improve provision further?

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

- improve standards of health further through keeping all equipment clean in the baby room
- develop more opportunities for children to learn about the cultures, beliefs

- and lifestyles of one another
- improve systems for working together with other practitioners to support children's transition to their settings.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded by staff who implement highly effective systems to help assure children's safety and well-being. These include thorough risk assessments, checklists and emergency procedures. In addition, robust employment and vetting procedures, induction and regular staff review meetings help monitor staff suitability. Staff have an excellent understanding of their child protection responsibilities and the procedures to follow to help safeguard children. The nursery has successful systems for monitoring and evaluating the quality of provision. These include an Ofsted self-evaluation form, activity evaluations and good links with the local authority. Staff have embraced the many changes implemented, which has had a positive impact on the standard of care and education for children.

Staff work in consistent teams with children to ensure consistency and to support a smooth transition through the playrooms. They demonstrate a great enjoyment of their work which is reflected in their positive attitudes and affection for those they are caring for. They use their good organisational skills to prepare a warm and welcoming environment for children. This includes open plan playrooms to allow children to feel included and communicate with siblings, friends and previous key persons. The enabling environment provides children with a good range of quality play provision. Children's individuality is valued, and most see a reflection of themselves throughout the setting to promote their sense of identity.

Staff have established highly successful partnerships with parents. A wealth of information is provided to parents on admission regarding the provision. In addition, home visits are encouraged to develop these partnerships for the start. Parents are kept very well informed through displays, monthly newsletters, daily communication and consultation evenings. Their views and involvement are valued and actively sought. For example, they complete questionnaires, contribute comments in their child's development file and share their views at inspection. Parents state their children are 'always happy here', 'developing well' and 'developing better social skills'; one parent said that their child 'loves his key person'. Successful links are established with the external agencies and professionals involved in children's care and education. However, this has not been established with the other settings some children also attend to help ensure a smooth transition between settings.

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

Children's learning is planned, monitored and promoted effectively. Staff keep a written record of children's achievements which they illustrate with photographs and examples of work. Staff also monitor children overall development in each of the six areas. However, this is not always up to date to provide an accurate reflection of their progress. Observations are used to plan children's next steps of learning within their preferred play environment and favourite activities. Staff interact with energy and enthusiasm to ensure learning is fun. Overall staff challenge and stretch children to help them progress. As a result, children are making good progress in their development.

Children arrive happy and settle in well. They explore freely within their playrooms. As they develop they take on active helping roles to gain confidence and independence. For example, they chop and serve fruit at snack times and lay the tables in each playroom. Children behave very well and are forming friendships with one another. They are closely supported in developing positive attitudes through sharing, helping, playing with kindness and showing good manners. Staff take great care to maintain a positive environment in which all children are included and feel secure. Infants are developing warm and loving attachments with their key person who remains with them throughout the day. As a result, they explore freely from their secure base and enjoy lots of close contact with their familiar carers.

Children's communication, language and literacy are developing well. They talk freely in their play, and many enjoy answering questions when they are given sufficient time to respond. Staff are very receptive to the communications of non-verbal infants to ensure they feel included. Children of all ages enjoy reading books alone and as a group. They make marks purposefully in hand writing activities and in creative play. Children are developing a good understanding of number, shape and size. They use this information to count in their play, to demonstrate different sizes and to complete puzzles and games.

Children use their imaginations very well and are encouraged to do so in all areas of play. For example, they move imaginatively with ribbon sticks, which one child tells staff is 'a monster coming to get you'. Infants explore many sensory objects to find out how they feel, taste and sound. Children play imaginatively with many role play resources and construction sets which they move around to extend their play. Children show a great enjoyment of music and join in with enthusiasm. For example, infants shriek, clap, charge around the room and wiggle fingers in the air when staff sing 'Twinkle, twinkle little star'. Children explore the outdoor environment through walks around the racecourse, digging to find natural life and feeding the birds. Children learn about the cultures and beliefs of others from around the world, but not of one another.

Children are supported extremely well in feeling safe and secure within the nursery. This is nurtured through consistent teams of staff who follow children's care routines closely. Children learn about keeping safe through innovative

practical activities, such as road safety role play outside with the wheeled toys. They are developing a good attitude to healthy lifestyles. They benefit from well-balanced and freshly prepared meals and snacks, at which all children and staff eat together. Children's health is promoted effectively in most areas. However, not all equipment is kept clean in the baby room. Children play regularly in the well-resourced outdoor play area. This provides them with time to develop their physical skills and to run freely in the fresh air.

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	1
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	1

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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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