

# Sunflower Childcare

Inspection report for early years provision

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**Unique reference number**

EY379280

**Inspection date**

15/06/2012

**Inspector**

Pauline Pinnegar

**Setting address**

Archibald Primary School, Barnaby Avenue,  
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**Telephone number**

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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 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 2008. The nursery serves the local area and has strong 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. It 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 35 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to 11 years. It provides funded early education for two-, three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are seven members of childcare staff. Of these, all hold appropriate early years qualifications. The manager has a foundation degree in early years. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children's welfare needs are rigorously safeguarded and, as a result, they are safe, happy and confident. The nursery staff provide a mostly stimulating environment which is welcoming, nurturing and inclusive for all, where each child and their family feel valued and involved. Staff strive to provide stimulating and interesting play opportunities and experiences which encourage all children to make good progress in their learning and development. Effective partnerships are in place between parents and other agencies which mean children receive an holistic approach to their individual care. Partnerships between other providers are mostly developing well. An effective self-evaluation process ensures a rigorous monitoring system, demonstrating the nursery team's good capacity for sustained and continuous improvement.

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

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

- develop the opportunities for children to learn outdoors, ensuring that outdoor activities cover all areas of learning
- use existing links with the school to support learning and development of individual children by effectively sharing children's learning and development records.

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

Children are safeguarded well as staff understand and implement effective safeguarding policies and procedures. The designated person with lead responsibility for safeguarding issues has relevant training and ensures staff know and understand the nursery's policies. Priority is given to children's safety and security. Robust recruitment procedures ensure staff are vetted and qualified to work with children. Clear and accessible records are held of staff's Criminal Record Bureau checks to demonstrate their suitability. Effective risk assessments are conducted for all areas of the premises and all outings. Comprehensive daily checks and regular maintenance of the premises and equipment ensure a safe environment for children. The staff team are well motivated and roles and responsibilities are clearly established. Consequently, staff work effectively as a team because they feel valued, supported and involved within the setting.

Children benefit from the strong leadership and management who have high aspirations and a clear vision to provide good quality care and education to all children who attend. A strong commitment to continuous improvement is evident and a culture of reflection is established, with regular monitoring of the quality of planning and staff interaction with children. Actions taken since the last inspection have led to improvements in children's safety and health. For instance, the nursery has undergone a thorough 'deep cleaning' process in relation to the premises and equipment and now employs domestic staff on a daily basis to ensure the environment is clean at all times. Written consent from parents is also in place for staff to seek emergency treatment.

Staff work well together to create a colourful and challenging environment where children engage in innovative activities, such as using the touch screen computer and the electronic white board. Staff create an environment where uniqueness and diversity is valued. The staff have identified the need to further develop the outdoor environment. Systems to implement this are in the early stages of development to ensure all areas of learning are sufficiently planned for outdoors. There are good systems in place to support children with special educational needs and/or disabilities which means all children feel valued and their uniqueness is promoted. All staff demonstrate a commitment to working with external agencies to support the inclusion of all children.

The effective key person system enables staff to establish close working relationships with parents in order to secure continuity of children's care. Effective procedures have been established to work with parents and, as a result, parents speak highly of the care and learning their children receive. They describe the setting as 'welcoming' and say 'children are very happy as they learn through play'. An informative parents' pack, along with displays of important information, means that parents are well informed about the setting from the start. They are kept up to date about their child's learning through daily verbal feedback and photographic displays, newsletters and written activity planning. Parents are made to feel involved in the setting and are able to share and contribute to children's written developmental records. They also make good use of the 'good news tree' to record

children's achievements and interests at home. The nursery has established strong links with the host school for children who receive wrap-around care from the school nursery. Staff meet on a regular basis to discuss planning in both settings. However, systems to share all children's learning and development records have not been fully explored to ensure all children continue to remain challenged.

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

Children enter the nursery confidently at the start of the session and demonstrate clearly they are very much at home and comfortable within the setting. They self-register and straight away engage in activities prepared for them, either with their friends, or on their own. Children are supported to make good progress in their learning and development. Observation, assessment and monitoring systems also include parents' involvement. This is aimed at maximising children's learning. Children particularly benefit from the focus given to supporting their personal, social and emotional development and communication language and literacy. This effectively supports children's learning potential across all other areas of learning. Children respond well to the calm atmosphere created by the staff; they are well behaved and considerate to others. Daily routines and activities effectively support children's independence. For example, children are supported to learn where to put their coats when they arrive, to help to serve the food at meal times, and cut up the fruit for snack time. This also supports children's physical skills and concept of space, size and shape.

Children's learning and enjoyment is enhanced through good use of local facilities, such as parks, a children's farm and local museums, to bring excitement to learning. Regular visitors to the nursery, such as the local fire officer and an animal keeper, help children develop a good understanding of the world around them as they explore and investigate exotic creatures. Children's knowledge and understanding of the world is well promoted because differences are recognised and valued. For example, a wide range of cultures are acknowledged and children have access to toys and resources reflecting diverse languages, lifestyles and practices. Children express their creativity in a variety of ways. They have free access to craft, painting and drawing materials and use musical instruments to explore sound and rhythm. They use their imagination well in the role play area having fun playing in the 'post office'. Children also have many opportunities to make marks and enjoy writing the letters of their name on their 'Father's Day' card. Children take part in a wide range of activities that support their development of skills for the future. They show great delight looking at books and listening to stories. Resources, such as construction bricks and jigsaws, support children's understanding of patterns, number and simple problem solving.

Children enjoy a variety of experiences that promote a healthy lifestyle. For example, they enjoy playing outdoors with a range of climbing and balancing equipment and have great fun playing football and basketball. Children enjoy healthy eating activities, such as tasting a variety of fruit, and have fun making their own 'soup' with a variety of fruit and vegetables. The nursery cook and the children have developed a recipe book with children's favourite food and meals.

Children develop good habits, such as washing their hands before eating, and older children manage their own hygiene routines including brushing their teeth. Gentle reminders from staff, for example to walk carefully and wearing high visibility jackets on visits, encourage children to learn how to keep themselves safe. Children clearly develop close relationships with the staff and their peers. For example, they search out their friends to play and go independently to staff for cuddles and support. This helps to promote their sense of belonging and ensures children feel secure at the setting.

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