

Sunflowers Nursery School

Old School House, Church Lane, Saxilby, LINCOLN, LN1 2PE

Inspection date

12/10/2012

Previous inspection date

24/09/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- There is a good overview of the curriculum, through the monitoring of educational programmes, to ensure a broad range of experiences to help children progress to the early learning goals.
- The vast majority of practice is based on a secure knowledge and understanding of how to promote the learning and development of young children.
- Practitioners regularly listen perceptively to carefully observe and skilfully question children during activities in order to re-shape tasks and explanations which improve learning.
- Practitioners are good role models. They are deployed well, use consistently applied strategies and provide clear guidance for children, resulting in children's behaviour being positive.

It is not yet outstanding because

- The setting has not yet developed highly successful strategies to engage all parents in their children's learning and development in the setting and at home.
- Some practitioners do not have an extremely sharp focus on helping children acquire some skills during some of the varied experiences planned for children in the areas of personal, social and emotional and physical development.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all the main group rooms and outdoor play area.
- The inspector met with the manager/registered person, deputy manager and spoke with the staff at appropriate times during the inspection.
The inspector looked at children's 'Learning Journeys', planning documentation,
- evidence of suitability of practitioners working in the setting and a range of other records, policies and procedures including the complaints log.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Beverly A Kemp-Russell

Full Report

Information about the setting

Sunflowers Nursery School was registered in 2009. It operates from an old school house in Saxilby, Lincolnshire. The nursery is privately owned and managed. The nursery serves the local area. The setting is accessible to all children and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register and provides funded early education for two- and three- and four-year-olds. It supports children with special educational needs and/or disabilities. There are currently 111 children on roll within the early years age range. The nursery employs 27 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and above. The nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop highly successful strategies to engage all parents in their children's learning and development in the setting and at home
- improve the focus of some practitioners on helping children acquire further skills during some of the varied experiences planned in the areas of personal, social and emotional and physical development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children have many opportunities to play collaboratively. Staff in the baby room effectively help young children use their senses and explore. They use treasure baskets filled with items of interest they have collected on the nature walk, such as leaves, conkers and pine cones. Staff have extended the nature walk activity where young children enjoyed jumping and scrunching in the autumn leaves. For example, they used corn flakes to replicate the crunching sounds which young children thoroughly enjoyed. Staff have a secure knowledge of how to promote children's learning. Children have plenty of opportunity to observe things closely. They learn effectively about fruits and vegetables as they enthusiastically explore their similarities and differences whilst sorting them on an interactive display. Staff skilfully introduce vocabulary to enable children to talk about their observations. Children demonstrate they are developing good language skills as they use more complex sentences and confidently contribute their ideas during circle time.

Staff plan plenty of regular short periods when children listen to each other. For example, every day during circle time children count how many children are present, chat about

what day it is and the weather. Staff thoughtfully use mathematical language as children decide if there are more children than staff present. Children show a strong interest in number as they look at the numerals in the date. Children are thoughtfully given the opportunity to describe special family times. There are resources available to the children that will help them show an interest in different ways of life and which reflect cultural diversity, such as, small world toys, books and posters. Children sort toy animals and staff focus them on the reasoning behind their groups. They confidently recite number names as they count their collections. Children show strong interest in print indoors in their role-play home corner. There is a good display of numerals, text, shapes and patterns placed in a purposeful context to further encourage children's interest throughout the nursery.

Staff encourage children to dress themselves when preparing to play outside. This encourages children's independence. However, during meal times children do not have the opportunity to serve themselves, pour drinks or help clear away, to encourage active learning. Children give meaning to marks as they draw pictures using a range of media. Consequently, they are thinking critically by having their own ideas and choosing ways to do things. There are interesting daily opportunities for energetic play outside where the children are eager to run, jump and balance. However, some staff do not have a sharp focus on providing further challenge for all children during this time. Staff have high expectations of all children so that they make good progress in their learning. Staff use regular assessment to show how all children are improving. Children are acquiring good skills to help them with their future learning needs. Parents know which staff member is their child's key person. They share what they know about their child with this key person. This interaction is used by staff to plan effectively to support all individual learning needs. Parents and staff work closely together to assess their children's achievements and progress. This means that all children make good progress in relation to their starting points.

The contribution of the early years provision to the well-being of children

Staff thoughtfully identify when children need help to make friends and plan activities so that they can play in groups. The pre-school is a motivating, well-resourced and friendly environment, both in and generally outdoors. It successfully supports children's physical, mental and emotional well-being. Children play enthusiastically together outside showing an interest in making music using the pans and wooden spoons. Staff focus children to reflect effectively on the needs of their doll while they role-play family life. A well-established key person system helps children to explore confidently, use their imagination well, and interact with each other positively. Staff are deployed well to effectively support children to develop an understanding of the importance of physical exercise. Staff give a high priority to the safety of children with sensible rules for them to follow. Behaviour at the pre-school is good because there is clear guidance for children about what is acceptable and staff act as good role models.

Staff consistently talk to the children about the importance of hand-washing and children manage this competently. Children are able to manage their personal needs relative to their ages. During mealtimes children talk about what they like to eat and staff

thoughtfully reinforce messages about why these healthy foods are good to eat. Their positive attitudes are developed further as they are encouraged to play outside in the fresh air and gain exercise. There are systems in place to record accidents and any medication administered. Most staff have completed a paediatric first aid course to support children's health, safety and well-being. Children are well prepared for the next stage in their learning because practitioners provide appropriate support to prepare them for their transitions.

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

Staff fully understand their safeguarding responsibilities, so that children are protected and cared for in a safe and secure environment. Comprehensive risk assessments ensure effective action is taken to minimise or eliminate risks to children and a designated health and safety officer ensures these are maintained. The owner/ manager has a good understanding of her responsibility to make sure the safeguarding and welfare requirements of the Early Years Foundation Stage are covered. She implements robust systems to check that staff are suitably qualified and properly vetted. Staff receive regular appraisals to help effectively identify their training needs to enable continuous professional development. Regular practices of evacuation procedures ensure that children understand what to do in an emergency. A thorough range of policies and procedures guide staff practice and are used successfully to promote children's health and ensure their welfare.

There is a strong partnership with parents, who comment very positively on the nursery. Staff work closely with parents to settle children and ensure that individual needs are addressed effectively. Parents are included in the nursery through newsletters, daily discussions and notice boards, which display useful information. However, the setting has not yet developed highly successful strategies to engage all parents in their children's learning and development in the setting and at home to ensure all children are fully supported. Records of children's learning in a 'learning journey' demonstrate a good understanding that staff have concerning individual children's needs and stages of development. Staff plan well and have a good understanding of their roles and duties. Evaluation of children's learning and development is effective. Children's future learning is consistently reflected within the weekly programme of activities and shared with school and parents.

Resources and equipment are clearly labelled and allow children easy access. As a result, there are exciting opportunities for children to make choices and to take shared responsibility for their own learning and play. Staff show good care and understanding of equality and diversity, enabling them to provide a service which is inclusive to all. Thorough information is obtained from parents initially to ensure that staff are fully attentive of children's individual needs. The nursery has established robust links with local schools and effective liaison with other agencies assisting all children. Expertise can be shared with families needing additional support. Self-evaluation involves the staff team and identifies the strengths and weaknesses of the provision well. Continuous reviews of

the quality of the nursery take place through consultation with children and parents. The management team are confident about what the nursery needs to do to improve further and have been successful in making and sustaining improvements. Recommendations from the last inspection have been carefully implemented. The ambition to improve the nursery and outcomes for children is embedded well with staff.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
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Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
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Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
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Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
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Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.
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Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY388910
Local authority	Lincolnshire
Inspection number	882600
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	56
Number of children on roll	111
Name of provider	Sunflower Smile Ltd
Date of previous inspection	24/09/2009
Telephone number	01522 702155

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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