

# Sunflower Nursery

Barnardos, 22 Lyndene Road, MANCHESTER, M22 4PZ

## Inspection date

Previous inspection date

28/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Children's language development is given high priority. Confident and competent staff use a range of techniques to successfully support children's emerging communication and language skills. As a result, all children demonstrate increasing progress in their communication.
- Partnerships with parents, carers, external agencies and other providers are very strong. Consequently, children enjoy good continuity in their care and learning as their individual needs are recognised and met well.
- Children make good progress in their learning and development, because staff provide a wealth of innovated activities, which truly support their learning. These are appropriate to their ages, understanding and abilities and offer good challenges.
- The management team and staff are motivated and enthusiastic. They continually strive to extend their knowledge, through ongoing training and are proactive in their professional development.

### It is not yet outstanding because

- The arrangements for children to understand and learn about good hygiene routines are inconsistent, as they do not always wash their hands at appropriate times, therefore the risk of cross-infection is not always fully minimised.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in both the indoor and outdoor play and learning environments.  
The inspector looked at children's 'learning journeys', planning documentation, risk assessment, accident records, evidence of suitability of staff working within the provision and a range of other documentation.
- The inspector held discussions with staff and with the management team.
- The inspector took account of the parents' views from discussion, written comments and feedback from questionnaires

## Inspector

Kay Armstrong

## Full Report

### Information about the setting

Sunflower Nursery was re-registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It operates from within the Sure Start Children's Centre, in the Benchill area of Manchester. The provision is managed by the Barnardo's charity and supports families from the local area. Children have use of an easily accessible playroom and secure outdoor play area. The provision is open during school term times.

Sessions run from 9am to 12 noon, Monday to Friday and from 12.30pm to 3.30pm, Tuesday to Friday.

There are currently 21 children on roll who are all within the early years age group. Funding for early education is provided for two- and three-year-old children. The provision supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

There are four members of staff who care for the children, of whom three hold appropriate early years qualifications at level 3 and one has a level 2. The provision 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 children's understanding of good hygiene procedures and minimise the risk of cross-infection by ensuring children consistently wash their hands at appropriate times.

### **Inspection judgements**

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

Children enjoy attending the provision and are familiar and secure in its routines. Staff's expertise and the high staff ratios ensure children get lots of valuable support and the quality of teaching is strong. Staff provide a welcoming and stimulating environment in which children are encouraged to learn through play. As a result, children are happy and settled. Assessment of children's starting points on entry is good due to the close working relationships that exist between the staff and parents. Parents are encouraged to share information about their child's individual needs, likes, dislikes and family background. They complete forms, such as 'my child is special' and 'all about me'.

Staff complete regular observations and assessment of children's learning which are clearly linked into the Statutory Framework for the Early Years Foundation Stage. The observations of children's learning are well supported with photographic evidence and show children are making good progress in all areas of learning given their starting points and capabilities. Arrangements are in place to complete the progress checks for two-year-olds. Parents have good access to children's 'learning journeys'. Staff use these as a basis to share the children's achievements and the next steps in their development. This ensures parents are kept well informed of their child's progress and can choose to extend

their learning at home.

Staff have high expectations for the children in their care and plan suitably challenging and developmentally appropriate play experiences. For example, children learn about the world in which they live, as they are taken out into their local community. They visit parks, go shopping for fruit, travel on public transport and enjoy trips to the post office. Here they buy stamps and post pictures they have drawn to their parents.

Communication and language skills are promoted extremely well. Children particularly enjoy circle time; they sing rhymes and learn about the weather in a fun manner. Staff stimulate children's senses which makes learning fun and real. For example, they gently spray water in the air as they ask children if it is raining, children giggle and laugh at this and are eager to reply. Staff encourage children to listen, as they spin a tube around, which makes the sound of the wind. These activities support children's understanding and skills for future learning. Staff successfully use gestures, facial expressions, sign language and a picture exchange communication system to support the spoken word. Children who find communication difficult are able to express and communicate their needs, using the picture exchange communication system. For example, children select a photograph of the toys they wish to play with and give this to a member of staff. The staff will then say 'I want train' before giving the toy train to the child. So the child begins to understand how to ask for resources and to have their needs met.

Children have the opportunity to explore a wealth of activities provided, that foster their development and progress in all areas of learning. For example, they express themselves creatively as they paint and play imaginatively in the role play area. They refine their dexterity as they draw, make marks with pencils, manipulate dough and thread buttons onto laces. They learn about number as they match and count. Some children follow complex instructions involving prepositions, such as 'can you put it next to my picture and under J's picture'. As a result, they are beginning to think critically and are learning to problem solve.

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

Children's personal, social and emotional development is supported very well. A well-embedded key person system means adults know the children well and help all children feel fully included and valued. All staff strive to create a calm environment and have a responsive approach, which means children begin to learn right from wrong, in a nurturing environment. Behaviour is successfully managed in a consistent and sensitive manner, which is appropriate to children's understanding. Children generally behave well, they show concern for each other and are tolerant of others who require more help. As a result, they are developing very positive attitudes to difference.

Staff place a good emphasis on children learning how to stay safe. For example, children learn about road safety when they go out on visits and are gently reminded about not climbing on furniture, as they play indoors. The daily routine includes time for children to play outdoors, where they benefit from fresh air and exercise. They have good opportunities to develop physically as they climb, slide, ride bikes, run around and have

fun. Children enjoy exploring their surroundings and they make choices in their play, which fosters their independence. This helps to build their confidence and ensures they are becoming prepared for transitions, when moving on to school. Everyday practices, such as putting on coats to go outdoors to play help to develop children's self-care skills. However, hand washing routines are not always consistently applied to ensure that children learn about good hygiene procedures and the risk of cross-infection is not fully minimised.

Children are provided with snacks which are freshly prepared on site and are healthy, balanced and nutritious. They sit together with staff at snack time and they are encouraged to say 'please' and 'thank you', developing an understanding of good social habits. Children's dietary requirements are known to staff who ensure these are met at all times. Children are beginning to learn about healthy eating as they participate in activities, such as cooking and growing fruit and vegetables in the garden.

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

The management team clearly accomplish their responsibilities in meeting all the requirements of the Early Years Foundation Stage. The manager monitors the educational programmes, planning and assessment, working alongside staff and is able to offer good guidance. As a result, children's learning and development and their overall welfare is very well promoted. Staff performance is formally monitored through appraisals and informally through ongoing observations of their practice. All staff have access to ongoing professional development opportunities and training based on their identified needs. This ensures their knowledge and skills are regularly updated and children benefit from their increased confidence. All staff hold appropriate qualifications and are effectively deployed within the provision to ensure children are well cared for. Managers recognise and value staff's strengths and expertise. Staff gain additional skills and knowledge as they work alongside a wealth of other professionals and external agencies. These include health visitors, physiotherapist and speech and language specialist. Teachers and staff from a local assessment school, work in conjunction with staff employed by the provision. This ensures that all children, particularly those with special educational needs and/or disabilities have their individual needs recognised and met well.

The children are effectively safeguarded because staff have a good knowledge of the issues surrounding child protection. They access safeguarding training annually which ensures they are kept up-to-date with changes in legislation. Staff are confident of the procedure to follow if any concerns arise. The robust recruitment, vetting and induction arrangements in place ensure staff who are working with children are suitable to do so, enhancing children's safety further. Children's safety and security are paramount. Comprehensive risk assessments covering all aspects of the provision are maintained. Staff carry out safety checks daily which ensures children are able to play and explore in a safe environment.

Systems to monitor the provision are developing well and areas for improvement are accurately identified through reflective practice and self-evaluation. Managers use a

variety of tools for self-reflection including seeking views from staff and parents through questionnaires and discussions. Staff have good relationships with parents. They keep them fully informed about their child's progress and share their children's learning journeys with them regularly. Parents are also able to access the provision's policies and procedures which form the basis of the good practice. Parents speak very highly of the provision and comment on the caring and friendly staff who are very supportive. They recognise their children have made progress whilst they have been attending the provision and make comments, such as 'her confidence and her speech have improved' and 'he eats more healthy foods and interacts more with adults and children'. Staff have a good understanding of the importance of partnerships with other providers and settings, for example, local schools. This ensures that relevant information is used to support the ongoing learning and development of children when they leave the provision.

### The Childcare Register

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

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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.
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.
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.
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.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement

is that the provider does not meet the requirements for registration.

## 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

<b>Unique reference number</b>	EY452892
<b>Local authority</b>	Manchester
<b>Inspection number</b>	881546
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Barnardo's
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01619987280

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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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