

# Sunflowers Too...Day Nursery

2 Station Road, Hessle, East Riding of Yorkshire, Yorkshire, HU13 0BB

<b>Inspection date</b>	10/10/2012
Previous inspection date	11/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4	
	Previous inspection:	2	
How well the early years provision meets the needs of the range of children who attend			4
The contribution of the early years provision to the well-being of children			4
The effectiveness of the leadership and management of the early years provision			4

## The quality and standards of the early years provision

### This provision is inadequate

- Staff who have not had their suitability checked are left unsupervised with children.
- Planning systems are not fully embedded to ensure children make progress in all seven areas of learning.
- Emerging gaps in children's learning and development are not effectively identified and closed.
- Self-evaluation systems do not effectively identify areas for development.

### It has the following strengths

- Staff are friendly and have built positive relationships with children and parents.
- All rooms are well resourced and children can independently choose what they would like to explore.
- Staff promote healthy lifestyles and encourage children to learn about being healthy.
- Children are well behaved and enjoy time with their peers.

## 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.

## Inspection activities

- The inspector observed children in all four base rooms
- The inspector completed a joint observation with the manager of the setting
- The inspector held meetings with the provider and the manager of the setting
- A range of documents in each base room were inspected including observations, planning, tracking and daily diaries
- The inspector checked evidence of staff suitability, appraisals, development plans and the setting's self-evaluation form.

## Inspector

Laura Hoyland

## Full Report

### Information about the setting

Sunflowers Too...Day Nursery was registered in 2008. It is located in the Hessle area of Kingston upon Hull and is one of two privately owned provisions. Care is provided for children on two floors of the property, with younger children located on the ground floor. Bathroom and nappy changing facilities are provided and in addition there is a separate sleep room for babies. A fully enclosed garden is available for all children to access.

The setting is registered on the Early Years Register and there are currently 101 children

on roll in the early years age range. The setting supports children with English as an additional language. The setting provides funded early education for two, three- and four-year-olds. The setting is open five days a week from 7am until 6pm all year round. There are currently 13 members of staff who work directly with children, of whom 11 are qualified to Level 3 and one member of staff holds Early Years Professional Status.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure all staff who have unsupervised contact with children are rigorously checked and criminal records disclosures obtained
- provide challenging and enjoyable experiences for all children in order to meet their individual needs, interests and stages of development to ensure they make progress in all seven areas of learning
- engage in regular observations to understand children's level of achievement and close any emerging gaps in children's learning and development.

### **Inspection judgements**

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

Children are greeted at the door by friendly staff who welcome them and their parents into the setting. Staff support those children who find it difficult to settle and comfort them until they are ready to play. Although staff meet children's welfare needs adequately they do not have a thorough understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Baseline assessments are not completed on entry and observations are not carried out regularly. This means that children's individual needs and stages of development are not planned for effectively and children are not sufficiently supported to reach their full potential.

Children have access to a wide range of resources and are independent when choosing what to explore. For example, they use the computer and mouse confidently when playing electronic games. Younger children sit on the floor and select jigsaw puzzles, which develops their mathematical knowledge. Babies sit and play alongside their peers and staff sit close to them on the floor. This makes them feel safe and secure. However, although there is a good range of resources for babies to access, the majority of them are plastic. This limits children's opportunities to develop their senses as there are very limited resources for heuristic play and exploration.

Staff engage with children well and provide a range of activities, which children show enthusiasm and interest in. For example, older children enjoy discussing Hull Fair and taste testing the sweets and treats that can be bought there. This is done as a taste testing activity and staff discuss healthy and unhealthy foods. This helps children to understand what is good to eat and what should be eaten in moderation. Children discuss the colour, texture and sounds the foods make when eating them. Staff ask open-ended questions to promote children's thinking and communication skills.

Positive relationships have been created with most parents who are happy with the care children receive. Information is regularly shared with parents both verbally and written through newsletters and daily diaries. Parents feel that their children have settled well and staff follow children's daily routines.

Links with other Early Years Foundation Stage providers have been established and staff have started to share information on what children have been learning. Transition meetings have been arranged to support children transitioning to school, this involves teachers visiting the setting. This means children are adequately supported when leaving the setting to attend school.

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

All children are allocated a key person, parents are aware of their child's key person and information boards are displayed for each base room. Although there is a key person system in place it does not meet the emotional needs of all children. For example, children who are unsettled are not comforted by their own key person and this means bonds and attachments are not effectively created.

Children behave well and respect the staff and the environment. For example, they tidy away resources into labelled boxes. Older children are able to take on responsibilities and develop independence skills. For instance, one child is chosen every day to be the pre-school monitor with responsibilities of helping to set up for lunch and filling the water jugs. Children are proud of their status of monitor and this is shared with parents.

Nutritious and healthy meals and snacks are provided for the children. The setting has achieved a healthy eating award and menus contain super foods to support brain development and concentration skills. Staff promote positive hygiene procedures. For example, children wash their hands before taste testing activities and before meals and snacks. They take part in physical exercise, such as ring games and practise hopping and jumping during action songs to promote healthy lifestyles.

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

Children are not safeguarded appropriately in the setting because staff are not adequately supervised. Safeguarding procedures are inadequate as staff who have not been suitably checked, to ensure they are safe to work with children, are left unsupervised when taking children to the toilet. Managers are not aware of the ineffective safeguarding practices and this demonstrates a weaknesses in leadership and management systems. The majority of staff have received safeguarding training and are aware of the signs and symptoms of abuse.

Documentation and daily health and safety checks ensure the premises are safe and secure. This means children can move around the premises safely and with confidence. The manager has recently updated the daily risk assessments and as a result they are more detailed. This shows that the staff are committed to improving systems within the setting.

The manager generally is aware of her role and responsibilities and works to provide a positive environment. There is an open door policy for staff to discuss concerns regarding any areas of the setting they wish and regular supervision meetings are offered to staff. However, the manager does not adequately fulfil her responsibilities to monitor the quality of teaching and the learning and development of children. For example, she is not aware of the weaknesses in the planning system and the gaps in children's learning and development that are not sufficiently being closed.

A comprehensive Ofsted self-evaluation form has been completed by the management team detailing aspects of practice that staff are proud of. For example, growing vegetables with children and attending regular training courses for staff. However, although staff are aware of the strengths of the setting, they are not aware of significant areas of weakness and are therefore unable to set in place effective actions that will lead to improvement.

Recommendations from the previous inspection have been addressed promptly and effectively. For example, hygiene has been improved as hand washing procedures are now followed by staff and children. Many positive images are displayed promoting disability and cultural difference which means that children are learning about the world around them.

## 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>	EY375010
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	886372
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	45
<b>Number of children on roll</b>	101
<b>Name of provider</b>	Sunflowers Day Nurseries (East Yorkshire) Ltd
<b>Date of previous inspection</b>	11/03/2009
<b>Telephone number</b>	01482 627758

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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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