

Sunflowers Too...Day Nursery

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

Inspection date	30/05/2013
Previous inspection date	10/10/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Well qualified and knowledgeable practitioners have a good understanding of how young children learn. They make the most of opportunities to extend children's learning even further through play and discussions, and group and adult-led activities.
- The key person system is firmly established and children feel very safe and secure. Partnerships with parents, carers and other professionals are strong and, as a result, children make good progress in their learning and development from their starting points.
- The monitoring and performance management systems are well embedded to ensure the quality of observation, assessment and teaching are at a consistently high level and practitioners are inspired to improve their practice even further.

It is not yet outstanding because

- Children are not always offered sufficient opportunities to gain even more independence and make their own decisions, for example, by selecting a wider and healthier choice of different foods to fully support healthy eating.
- There is scope to strengthen hygiene procedures further for younger children as they sleep to maintain and consistently follow healthy practices in order to prevent the spread of infections.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in all four rooms and in the outside environment. She also observed snack time and lunch time.
The inspector looked at children's folders containing observations and evidence of their learning. She also looked at the planning and overview of children's assessments.
- The inspector looked at a selection of policies and risk assessments. She also looked at daily check lists and the suitability of the staff.
- The inspector completed joint observations with the manager and spoke to key persons.
- The inspector held meetings with the manager.
- The inspector also took into account the views of parents spoken to on the day and through their feedback sheets.

Inspector

Caroline Stott

Full Report

Information about the setting

Sunflowers Too...Day Nursery registered in 2008. The nursery is registered on the Early Years Register. It is located in the Hessle area of Kingston upon Hull and is one of two privately owned provisions. Care is provided for children in four rooms on two floors of the property. A fully enclosed garden is available for all children to access. The nursery serves the local and wider community and is accessible to all children.

The nursery employs 18 members of child care staff. Of these, two hold Early Years Professional Status. Three hold an early years degree and ten staff hold appropriate early years qualifications at level 3, two staff are working towards an early years qualification at level 3.

The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 105 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The setting 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:

- enhance further opportunities for children to gain even more independence, practise decision making and develop responsibility, such as at lunch time, by promoting more choices of food so they know about and choose healthier options
- strengthen hygiene procedures further and consistently follow them, in particular regards to younger children's sleep, such as offering individual sheets and covered pillows.

Inspection judgements

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

Practitioners have a good understanding of delivering developmentally appropriate, stimulating experiences and activities for children. They provide purposeful adult-led activities and experiences built from children's interest to engage and motivate children effectively. Children's learning and development are assessed efficiently through observations, linking to photographs and evidence of their work. The detailed planning

and evaluations take into account individual children's interests, the resources used and children's next steps in their learning and development. Children's progress is assessed thoroughly, through summative judgements, individual tracking records and highlighted overview grids. This identifies children's initial interest and starting points, and monitors children's achievements and abilities effectively. Consequently, children are supported well, through a broad range of experiences, to make progress across the seven areas of learning.

Communication and language is highly encouraged through daily regular circle times in each room. For example, toddlers enjoy familiar stories and rhymes that embrace well-known actions and sounds, as a result of practitioners encouraging children to join in with repeated refrains and vocalisations. Practitioners support older children in a phonics session, which enables them to listen and sound out initial sounds in names and words within a small group situation. This means children gain an understanding of linking sounds to letters in order to begin to recognise the naming and sounding of the alphabet. Each room displays children's home languages, used to support language development from home into the nursery, so children with English as an additional language learn to communicate well. Babies develop sounds, which are repeated by practitioners, encouraging repetition and listening skills. The outdoor space provides various areas for children to explore freely, such as, a large digging area, a quiet area and a riding area. For example, children enthusiastically dig for worms; they use tools appropriately and count their finds. Children also throw balls into hoops, counting and discussing colours. Consequently, children's mathematical awareness is supported well, through matching and counting effectively within activities.

Older children benefit from making their own recipe books and displays, which supports their role play in the 'Greek Taverna' appropriately. This extends children's imagination and supports their learning about other cultures in the local community. Older children discuss their views of the activities offered and debate what they would like to do next and within future experiences. This shows their input is valued and shapes their forthcoming learning successfully. Toddlers participate in circle time, where they are encouraged to listen and concentrate on pictures. For example, they match colour blocks to the appropriate picture. Children become occupied as they play with spiders in the sand and fill pots with spoons. Practitioners encourage them to feel this medium, promoting words, such as cold, wet and spider. This means children gain many sensory experiences through exploring colours, textures and different media. Babies move within their room well, pulling themselves up to use low equipment and toys, they also manoeuvre and explore, using all their senses and physical experiences. For example, they explore the 'treasure basket', where they handle different materials, textures and manipulate objects. This develops their hand-to-eye coordination, promoting their imagination and confidence in their own abilities.

Partnerships with parents are strong and children settle well. A wide variety of information and regularly updated policies and procedures are clearly displayed on the nursery's vast wall displays. Email facilities, an informative website, texts and newsletters promote a two-way flow of information. Parents share what they know about their children on the 'all about me' sheets before their child starts, to establish clear initial starting points. Practitioners continue to gain knowledge of children's learning and development through

requesting parents to share children's current interest and achievements. For example, through observations, verbally and on relevant sheets, such as, 'well done' slips and 'my current interest and achievements' sheet. This means experiences and opportunities to support children's ongoing learning and development at home and at nursery are shared. Parents have access to their children's folders and are encouraged to add their views to these. The nursery holds valued parent meetings to discuss and share their children's individual needs and progress. Therefore, parents are encouraged to be actively involved with their children's learning and progress.

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

The well-established key person system in each room helps children and parents form secure relationships. Each room and the outdoor environment are set up to support and assist children's current interests across the seven areas of learning. This creates a stimulating environment where children engage in their play freely and actively participate in conversations with their peers, practitioners and visitors. This supports children to form stable emotional attachments and appropriate bonds with their peers and practitioners in the nursery. Consequently, children develop confidence, positive relationships and are eager to explore their surroundings.

Older children confidently spoon their lunch onto their plate efficiently, supported and encouraged by nearby practitioners. However, opportunities for children to gain even more independence and make their own decisions at meal times are presently not as successful. Therefore, children are not fully supported to develop responsibility in choosing foods from wider and healthier options to fully support a healthy diet and good eating habits. Children are encouraged to manage their own hygiene and personal needs relevantly, and all children are encouraged to wash their hands or use sanitising hand gel before and after food. However, sometimes, hygiene practices to prevent the spread of infection are not consistent. For example, younger children at sleep times are not offered individual clean covered bedding to stop the transfer of impurities. This means that children's good health may sometimes be compromised.

Children behave well and play cooperatively, and their behaviour is managed well, overall, by the practitioners within the four rooms. Children are reminded and encouraged to share and take turns. Toddler children access the outdoor area during the morning and afternoon, they learn to safely negotiate the stairs, doors and gates as they are supported by vigilant practitioners. This means children gain an understanding of managing their own safety and the safety of others, as consequences of actions are discussed. Older children are stimulated to think about how exercise is important because practitioners encourage them to think about how they feel afterwards. For example, if they are feeling hot or out of breath, in order to notice the changes in their bodies. Consequently, children are happy and well cared for; they explore their surroundings freely because they are supported by practitioners through talk and play.

Parents are offered visits to the nursery to help children settle and complete the 'all about me' sheet. This provides information on children's initial interest and achievements; their likes and dislikes. The nursery has well-established links with the local schools. For

example, the school teachers visit the nursery and practitioners visit the schools and other settings to support children's transitions. The nursery send transition forms for children to schools and other settings and, occasionally, receives information in return. This provides continuity and coherence for all children and aids the transitional period well.

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

The practitioners have a good knowledge and understanding of the seven areas of learning and that children learn through play and from their interests. They assess children's learning and development efficiently through observations and monitor their progress using thorough tracking and overview grids. The educational programmes are monitored effectively by the manager to ensure all four rooms and the outdoor environment provide a wide range of learning experiences across all areas of learning. The manager also monitors the planning and assessment within the nursery, through detailed overview grids. This confirms that children's progress is accurately understood by the practitioners. Consequently, this ensures any emerging gaps are quickly addressed and children's progress is tracked to ensure they are working within their expected developmental levels, this means all children are supported very well.

The nursery has established a safe and stimulating environment. The practitioners all complete safeguarding training and are aware of local safeguarding procedures. For example, practitioners have a thorough understanding of the course of action to follow if they are concerned about a child's welfare. The main gate has an intercom system to check the identity of visitors, and doors and gates are secured to ensure children cannot leave the premises unattended. Practitioner's complete daily checks and risk assessments are completed for all areas of the building and the outdoor environment, in order to ensure children's safety. Outings are risk assessed and parent permissions are sought. As a result, children are effectively kept safe.

The nursery has completed a thorough self-evaluation that is carefully monitored by the manager. Parents and staff complete questionnaires to ascertain their views and these are used to set targets and action plans for improvement. For example, after the last inspection a comprehensive action plan was compiled and feedback sheets and consultation evenings arranged. As a result, strengths and weaknesses were identified and priorities and challenging targets set, such as, the introduction of a parent panel. This has led to a good improvement in the service to children.

Recruitment procedures are robust, which ensures that persons working with children are suitable to do so. The required checks are completed on all persons working within the nursery. The manager completes regular supervision meetings and evaluates the impact of practitioner's practice. Therefore, practitioners practice is consistently monitored to establish and maintain the quality of teaching and learning in order to challenge children further. Practitioners are encouraged to continue their professional development. For example, practitioners are inspired to continue their training through gaining degrees to improve their knowledge, understanding and practice.

The nursery has established very good partnerships with parents. Parents speak and write highly of the care and support given by the practitioners through feedback and comment sheets. Children with special educational needs and/or disabilities are supported well as a result of visits from external agencies and they make good progress from their starting points. Individual educational plans and exercise programs are used and equipment sought to help individual children as required, which support their care and developmental needs effectively. Practitioners visit other settings to gain further information and attend meetings to fully support children in their care and aid transitions into the nursery. This means the nursery work with parents and relevant professionals effectively to gain appropriate support for children and parents as needed.

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 action. 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

Unique reference number	EY375010
Local authority	East Riding of Yorkshire
Inspection number	906271
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	45
Number of children on roll	105
Name of provider	Sunflowers Day Nurseries (East Yorkshire) Ltd
Date of previous inspection	10/10/2012
Telephone number	01482 627758

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Type of provision

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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, which are usually the childminder's 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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