

Sunflower Childcare

Archibald Primary School, Barnaby Avenue, Middlesbrough, Cleveland, TS5 4DY

Inspection date

22/07/2013

Previous inspection date

15/06/2012

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

- Children enjoy their time at this welcoming and friendly nursery and make good progress. Practitioners give children choices about what they would like to do, listen to their contributions and talk to them about their interests.
- The experienced staff's caring and sensitive manner helps children to form secure emotional attachments and develops their confidence. This builds a strong and secure base for children's increasing independence.
- There are strong partnerships with parents and other people involved in the care of the children, which effectively ensures each child's individual needs are known and met.
- The nursery fulfils its responsibilities in meeting the safeguarding and welfare requirements; risks to children are minimised through effective safeguarding and risk assessment procedures.

It is not yet outstanding because

- Staff's skills in ensuring that all children are fully included in group activities, is sometimes variable.

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.

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 the playrooms and outdoor area.
- The inspector looked at children's records, assessment procedures, policies and procedures.
- The inspector met with the manager and spoke with the staff at appropriate times during the inspection.
- The inspector spoke to children and parents during the inspection.

Inspector

Lynne Pope

Full Report

Information about the setting

Sunflower Childcare was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from within Archibald Primary School in the West Lane area of Middlesbrough and is managed by an individual. The nursery serves the local area and is accessible to all children. It operates from two rooms and there is a fully enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above, including the manager, who holds an early years foundation degree.

The nursery opens Monday to Friday, all year round. Sessions are from 8am until 5.45pm. Children attend for a variety of sessions. There are currently 60 children attending, of whom 42 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children, who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- increase staff's focus on how children engage in activities, so that they pay full attention to ensuring all children are included, particularly at group times.

Inspection judgements

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

Staff have a good understanding of how children learn and use their knowledge to support children's individual learning needs. A wide range of activities are provided that ensure all children have good opportunities to make progress towards the early learning goals. This helps them to make good progress in acquiring skills for the next stage in their learning and when they move on to school. Parents complete an 'all about me' document when their children first start, which informs staff about their child's needs, likes and dislikes. Staff observe children and complete a baseline assessment after six weeks, which shows what they can do. This helps them to plan appropriate next steps for children. Staff keep a record of each child's ongoing development and update the baseline assessment every term. This shows the progress that children make and any gaps in their learning and development, which need to be focused on in future. This also means that children with special educational needs and/or disabilities are well supported.

Children are confident and skilled communicators and the staff take every opportunities to promote these skills as they listen carefully to them, ask open-ended questions and teach them new words and concepts. Staff prompt children's thinking and discussion through involvement in their play, which also develops their language skills. They play games using words that rhyme with each other, such as block and sock and use props that children select, so that they can physically see the item and match this to the word. Staff make up a rhyme that involves the words and encourage children to think of their own rhyming words. Most children become animated as they join in with the activity. However, due to staff managing some children's over exuberant behaviour, some children lose interest in the activity, which results in them not being fully included. Children develop an appreciation for and join in as they enjoy listening to stories with repeated refrains. They point to the pictures and anticipate what will happen next. Staff incorporate number into everyday activities. They have a clear understanding of the learning intentions of activities as they use resources, such as a caterpillar, to encourage children to fit the body parts together. Staff then encourage them to count how many pieces they have used, counting in the correct order to show them how to do it.

Children learn about the world around them. They have planted courgettes and sunflowers in their gardening tubs in the school grounds. Children are keen to take the watering cans around to water the plants. Staff introduce new words to enable children to talk about what they observe, as they look at other plants and ask questions. They are encouraged to use their senses as they smell the mint leaves and examine a tomato plant that is flowering. Staff explain these will grow into tomatoes and children spot some small ones growing. This all helps children to understand how things grow and to show care and concern for living things. Good quality technology resources help children develop skills in operating simple equipment. For example, they know how to turn the compact disc player on, so that they can listen to it and enjoy playing with the tablet, understanding how to swipe their fingers to operate simple programmes.

Partnerships with parents are strong. An appropriate key person system means that children and their parents build very positive relationships with staff. Parents are encouraged to be fully involved with their children's learning and development. Their children's learning and development record is available at anytime for them to look at. Staff share the summaries that they complete of children's progress and parents can add their own comments. This means that parents can contribute their own ideas and continue their children's learning at home. Parents are welcome to attend the nursery for stay and play sessions. This helps them to see what it is like for their child to be in nursery and the type of activities that they are involved in.

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

Children feel very secure at the nursery, as staff are very caring and give a high priority to their well-being. A programme of settling-in visits for new children, helps them to make a smooth transition from home to the nursery. Staff have good processes in place to help children respond to behaviour boundaries. Realistic rules and the consistent management of unwanted behaviour means that children begin to understand what is expected of them. For example, for children aged over two-years, a weather cloud chart is used to

promote positive actions. Children's photographs are placed on the chart, starting on a cloud and working upwards towards the stars each time a child does something praise worthy. This encourages positive behaviour and develops children's self-esteem. Children respond well to the chart, being proud to point to where they are on it, which shows they are aware of the behavioural boundaries of the setting. High priority is given to children's safety. Staff give them timely reminders, such as to look around for other children when they knock a tall tower over that they have built with the soft play blocks. This helps children to develop care and consideration for others.

Children are cared for in a safe, spacious, well-maintained and attractively presented premises. Resources are available at child height, which enables them to make their own choices about what they want to do. Outdoors, children move freely and with pleasure and confidence in a range of ways. They peddle on tricycles and push themselves round with their feet on the floor on the motor bikes. Different sized balls encourage their skills as they kick a football to each other. Obstacles courses help them to develop their large muscle skills, as they follow staff walking across crates and balancing on beams. Children learn about keeping themselves healthy. They adopt good personal hygiene routines and display a positive approach towards eating healthily. Staff promote their understanding through talking to them about the foods that they have at snack time. Children help to prepare the fruit. They have a knife each and chop up bananas and apples, which encourages them to eat it when it is ready. Staff extend the activity by asking children questions, such as 'what do they think the pips in the apples will grow into if they plant them'. This helps children to think about their responses and to understand where different foods come from. At lunchtime, children serve themselves their own food, making choices about what and how much they want, which helps to develop their independence.

Positive relationships with local agencies and other providers ensure all children are successfully included in the life of the nursery. This includes children, who may need additional support where English is not their first language, or if they have any additional needs. Positive relationships have been developed with the school on site. Staff meet with the foundation stage coordinator and early years educator each term to discuss children that are moving on and those that already attend both settings. The meetings give an opportunity to discuss and monitor children's progress, which results in continuity of their learning and development. The nursery also shares the play area with the school nursery, which enables them to mix with other children. This ensures that they get to know the nursery teachers, which eases transitions when they are ready to move on to full-time education.

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

Children experience good quality care and learning within the nursery because the manager has a secure understanding of her responsibilities with regard to the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She provides good support for staff, which enables them to deliver activities that provide children with stimulating learning opportunities that they enjoy.

Staff are appraised annually and have supervision meetings with the manager. This means that their performance is discussed and training and professional development are planned as a result. A range of appropriate policies and procedures support children's safety and welfare and robust recruitment practices ensure the safe employment of suitable and qualified adults in the nursery. Children's welfare is promoted well and they benefit from good levels of supervision and attention. Effective systems are in place covering all aspects of children's care, including the recording of accidents and any medication administered. Staff understand their responsibilities to safeguard children and capably describe procedures that they would follow to protect children from harm or neglect, should a concern be raised. Risk assessments are conducted daily for the premises, to ensure that any possible hazards are identified and minimised for children.

The manager has an excellent overview of the educational programme. She takes part in planning meetings, observes staff in their work to ensure the learning outcomes are promoted and monitors children's development records. Information from children's baseline assessments are analysed, which shows the manager if there are any delays or gaps in children's development, which she takes action to address. Improvements made since the last inspection demonstrate the manager's and staff's drive for excellence. The previous recommendations have been successfully implemented. For example, the outdoor area has been refurbished and resources provided for children cover all areas of learning and development. Self-evaluation of the service offered is very evident in everyday practice. Parents are involved in this process as they complete a questionnaire about their views of the nursery. Local authority development officers visit regularly to provide advice and support, which helps to identify areas for improvement. Staff consider children's views of the setting through practical activities. For example, they encourage children to put a smiley or sad face in the areas that they do or do not like to use. This has led to staff changing the layout of the nursery to make some areas more easily accessible for children, such as construction. This all ensures sustained improvement over time.

Staff work closely with parents and other agencies that may be involved with children that have special educational needs and/or disabilities. They seek advice from other professionals and follow their advice about how to support children. Individual educational plans ensure that activities are based on each child's needs. The manager ensures that parents are aware of the nursery's policies and procedures. They are available to look at in the reception area of the nursery and the manager chooses a policy of the week, which she displays for them to read. Newsletters also keep them up to date on what is happening in the nursery. Parents stated that they are happy with the care that their children receive and like that staff always spend a few minutes talking to them about their child's day when they collect them. They are confident to discuss any concerns that they might have with staff, who are friendly and approachable. Parents particularly appreciate that staff asked for some words in their home language, so that they would recognise them if their children used them in the setting.

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
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	EY379280
Local authority	Middlesbrough
Inspection number	915584
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	34
Number of children on roll	60
Name of provider	Kirsty Louise Colley
Date of previous inspection	15/06/2012
Telephone number	01642 732 094

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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, 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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