

Sunflower House Nursery

Kendal Road, SHREWSBURY, Shropshire, SY1 4ES

Inspection date	19/08/2013
Previous inspection date	09/02/2009

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

- Children are well-protected, because the staff have good safeguarding knowledge and give high priority to protecting children from harm.
- Strong relationships within the nursery support transitions within the setting and prepare children for their move to local schools and being part of the wider community.
- Children make good progress in their learning and development. They enjoy a wide range of interesting and stimulating activities. As a result, they are ready for school or the next stage in their learning, when the time comes.
- A high priority is placed on relationships between the key person and parents and this ensures that every effort is made to support children's progress in a consistent and shared approach.

It is not yet outstanding because

- While the monitoring of the consistency and the quality of teaching and learning is generally good, there is scope to develop this even further, to ensure that all children make excellent progress.
- Staff do not always prioritise interactions and developing young children's communication skills to maximum effect, during routine care and hygiene tasks.

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 play areas.
- The inspector spoke to members of the staff team about the progress of their key children and their understanding of the nursery's policies and procedures.
- The inspector talked to parents, the manager and owner.
- The inspector examined a range of documentation, including children's records, policies and the suitability of staff in the nursery.

Inspector

Margaret Foster

Full Report

Information about the setting

The Sunflower House Nursery was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the Shrewsbury area of Shropshire, and is managed by Hazles Farm Childcare Ltd. The nursery serves the local area and is accessible to all children. It operates from the children's centre site and there is a fully enclosed area available for outdoor play.

The nursery employs 21 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, six hold qualifications at level 2 and four are unqualified. One member of staff holds a qualification at level 6 and one is studying for Early Years Professional Status. The nursery opens Monday to Friday all year round from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 88 children attending who are in the early years age group. The nursery provides funded early education for 34 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.

What the setting needs to do to improve further

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

- strengthen the monitoring of the quality of teaching even further to ensure that, in particular, more able children receive the highest level of challenge in their learning, to enable them to make excellent progress

- enhance interactions with the youngest children, to further develop their attention and listening skills and consider using visual prompts to support their communication development.

Inspection judgements

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

Children are happy motivated and demonstrate varying levels of independence in the setting. The staff are knowledgeable about the Early Years Foundation Stage and constantly encourage children to explore the environments and resources. Regular observations of the children inform planning and support staff to provide stimulating activities for the children. In the outdoor environment children aged under three years

play in the 'mud kitchen' and resources are selected to offer challenges to a wide age range of children with the development of their physical skills. One child notices an ant and tries to pick it up with pincers, the member of staff was quick to support the child's efforts and introduces new vocabulary to his experience. This demonstrates most staffs' ability to constantly strive to support children to improve their learning, through skilful observation.

Comprehensive assessments of the children inform staff that they are making good progress, staff are knowledgeable about child development and quick to identify any children who are not making expected progress. This is a strength of the nursery together with the good relationships the staff have with other professionals who support these children. All reasonable steps are taken to encourage parents to be part of children's learning and they are kept informed through daily discussions, diaries and the introduction of yellow books where they can share what children have done over the weekend.

There is an induction process for new starters so that parents provide vital information to support initial assessments of children's development. Summaries of learning are completed at regular intervals and also used to inform children's future learning needs. Parents are kept informed of how their child is progressing through daily discussions, parents' evenings and their child's record of learning.

All children are making good progress from their starting points and this ensures that children develop a secure range of skills to support them when they go to school in the future. However, in order for children, especially the most able, to move towards making excellent progress, there needs to be more differentiation and challenge for individual children. For example, a phonics activity observed with the older children shows children to be motivated and enthusiastic to join in, and confident in identifying letter sounds. For some more able children this was reinforcement of already known sounds and more challenging elements were missed.

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

Relationships in the nursery are strong and children are confident to explore and take risks because they know that they are safe. This is particularly noticeable in the outdoors when children explore the beach area in the shed taking off their shoes and socks to feel the sand in their toes. Children are supported well by their key person to make transitions into different rooms within the nursery. Regular visits to the rooms ensures that children are settled and happy and know the staff very well. There are good relationships with local schools, and children's transitions to school are well-supported. Staff arrange visits to other schools to share information, and securing the children's smooth transition into the school.

Children develop close bonds and an emotional attachment with their key person and this extends to parents which ensures the child is secure and happy in the environment. Children and parents strong relationships with their key person grow naturally, through frequent visits extending in time as they become closer to settling in the nursery. Parents were unanimous in their reporting on how good relationships were in the nursery and how

happy and excited their child was to attend the nursery.

In the rising threes room, 'Jack the bear' goes home with a different child each week and the children are able to write in a book about what has happened at their house. This links the home and nursery learning and is used to develop communication skills effectively as the children report on his visits. Children's care and health is important and healthy menus are offered to children and routine hand washing and hygiene is role modelled by staff. Nappy changing routines involve opportunities for one- to- one interaction with the children. Children are taught about the dangers of the elements and supported to put on sun cream and hats to protect them. However, staff do not always give priority to interaction with the younger children during 'snack time' or further promote opportunities for children to develop their independence in selecting fruit, setting the table and hand washing.

All areas of the nursery are clean and free from hazards, sockets in the baby room are covered and inaccessible and; safety gates are used effectively to keep children from harm. Children's special moments are celebrated on the 'wow' board for all to see, which helps the children to feel valued and important. Children's behaviour is good and managed well, staff are good role models for children and children are able to use resources safely, showing regard for their safety and others.

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

The management team have taken action to address the recommendations from the last inspection. For example there are now no potentially harmful substances in cupboards accessible to children. Enhanced resources in the under threes room demonstrate children have access to many creative materials and mark making resources are accessible as continuous provision.

There is a clear structure to the management team and staff are given designated responsibilities within the Early Years Foundation Stage. All statutory requirements with regard to safeguarding are met and staff are knowledgeable about how to ensure that children are kept safe from harm and this permeates through the practice in the setting. There are rigorous selection processes for new employees and a comprehensive induction programme whereby new staff are shadowed by a mentor until they are competent. This assures the safety of the children and provides optimum conditions for children to learn with staff who know them well.

The leadership and management of the nursery is good. Staff receive monthly supervisions, and annual performance management reviews, where any training needs are identified, a peer observation system also supports this process in the rooms. The manager has a detailed understanding of how to address any problems of underperformance with staff should it arise. This ensures that children benefit from good quality care and knowledgeable staff.

The nursery environments both indoors and outdoors offer a vast range of both natural and colourful resources. Children's safety is assured because the staff are knowledgeable

about risk assessments and their effective implementation. Resources are presented well and planning incorporates both continuous provision and as children get older, more adult-directed focused activities, so that the prime and specific areas of the Early Years Foundation Stage are addressed in all children's learning. Children are encouraged to become independent and are knowledgeable about where resources are kept and can access and replace them independently.

Planning and assessment are monitored by room leaders and followed up by the management team. Good systems are in place to track children's progress and staff are knowledgeable about the children in their key person groups. They are able to speak in detail about the child's starting points on entry and the progress they have made during their time in the nursery. Children's next steps in learning are clearly noted but occasionally opportunities are missed to challenge individual children. This means that there is scope to further enhance systems for monitoring the planning and assessments so that consistent high quality teaching and learning is secured at all times.

Self-evaluation processes are accurate and the managers have a clear direction for the development of the nursery. They take in the views of staff, children and parents through the use of satisfaction surveys.

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	EY293958
Local authority	Shropshire
Inspection number	861496
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	88
Name of provider	Hazles Farm Childcare Ltd
Date of previous inspection	09/02/2009
Telephone number	01743 457250

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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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