

Sunflowers Neighbourhood Nursery

Inspection report for early years provision

Unique reference number	EY232178
Inspection date	04/03/2009
Inspector	Patricia Webb
Setting address	6 Bewdley Drive, Wolverhampton, West Midlands, WV1 2AU
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Type of setting	Childcare - Non-Domestic

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Sunflowers Neighbourhood Nursery opened in 2001 and is one of three nurseries run by Sunflowers Day Nurseries Ltd. It operates from four rooms in a refurbished building in the East Park area of Wolverhampton. The provision is laid out over two floors with stairs only access to the first floor. There is a fully enclosed outdoor play area laid out on one level to the patio and grassed lawn. The nursery serves the local community and surrounding areas. It is open each weekday from 07.00 to 18.00 all year round.

The nursery is registered on the Early Years Register. A maximum of 86 children may attend the nursery at any one time. There are currently 67 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with learning difficulties and/or disabilities and is in receipt of nursery education funding for three-and four-year-olds. The childminder is registered on the Early Years Register.

There are 17 members of staff most of whom hold appropriate early years qualifications. Additional housekeeping staff are also employed. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children throughout the setting are making steady progress in the early learning goals supported by staff who are developing their knowledge and implementation of the Early Years Foundation Stage framework. The environment is bright and stimulating and offers an inclusive setting welcoming all children and their families. The partnership with parents and carers is positive and there is a two-way exchange of information on a daily basis with regard to children's routines. Staff work well as a team and have a consistent approach to practice in the setting although the systems for evaluating the quality of the provision are not developed hindering how future areas for development are identified and effectively acted upon.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the planning to ensure that older, more able children are appropriately challenged and extended
- develop strategies to encourage parents to become actively involved in supporting and extending their children's learning and development in the home
- review the risk assessments in relation to outings and safety of electrical sockets
- establish systems to monitor and evaluate the quality of the practice within the setting and its impact on outcomes for children

- review all documents, policies and procedures to ensure full reference to the Early Years Foundation Stage requirements.

The leadership and management of the early years provision

Inclusion in the setting is well promoted with effective procedures in place for gathering important information on individual children's care needs and routines. Staff in the setting are proactive in working with other professionals involved in promoting specific children's needs such as physiotherapists and speech therapists. This ensures that each child benefits from a positive experience whilst at the setting. Staff have a sound knowledge of child protection procedures, taking their responsibilities seriously and prepared to act in the best interest of the child at all times.

Children's welfare is safeguarded as there is a rigorous system in place for the recruitment and selection of staff to ensure that any adults employed are suitable and have appropriate levels of qualification and experience to be working with the children. Appraisals are carried out regularly to identify any training or practice issues and information is shared with the member of staff designated to co-ordinate training to ensure any gaps in knowledge or development of skills are addressed to enhance the experiences for the children. However, the policies and procedures have not been reviewed or updated for some time and do not reflect the Early Years Foundation Stage (EYFS) which was implemented in September 2008 and therefore, information to parents regarding this framework is limited. This impacts on how the setting has not explored various strategies with parents and carers to involve them more effectively in extending their children's learning and development at home.

Whilst the management has a realistic view of the key strengths and areas for improvement in the setting, this has not been formally reviewed or shared with staff to enable them to actively contribute and develop a sense of joint ownership in evaluating the quality of the provision. This leads to gaps in provision such as the involvement of parents in their children's learning, risk assessments and the extension of older children's development.

The quality and standards of the early years provision

Staff plan a varied range of experiences for children in all age ranges based upon their individual learning and developmental needs. There is a strong emphasis on child-initiated activity and learning as practitioners move away from topics for framing the planning. Children's own interests are used effectively to promote their learning. For example, a discussion between a member of staff and children in pre-school results in a detailed activity to organise a 'wedding' and children take on their various roles of groom, bride, best man and bridesmaids with gusto. They refer parents and visitors to the display of photographs chronicling the preparation and 'ceremony'. Staff record children's achievements in this as covering all aspects of the EYFS ensuring that every area of learning has been visited in the activity promoting holistic development. During general daily routines, some of the older

children in pre-school are not always challenged sufficiently and behaviour can become boisterous and a hindrance to the enjoyment of other children at times.

Staff have a suitable level of understanding of the EYFS framework and are developing the systems for planning, observation and assessment of children's progress. Individual learning journeys are being developed and older children who can recognise their own names and those of their peers share these records eagerly with parents, carers and visitors. Babies and younger children benefit from high staffing ratios and one to one attention from key persons when necessary as they are enabled to reach the next milestones in their progress. The practitioners demonstrate an enjoyment of the roles they play in the children's progress and support individual children in a warm and nurturing environment, observing and recording achievements and milestones in daily diaries and records to assist in identifying gaps in individual attainment.

Young babies explore the texture and tactile properties of paint and gloop, supported often on a one to one basis by adults and sharing their art efforts with parents and carers. Older children often throw themselves bodily into messy play as they work with flour, dried pasta and use a range of paint brushes to mark make outside on the paving and wonder at the disappearance of their efforts in the sunshine. Such activities assist children in discovering the wonders of their world and developing early interests in science and exploration. Younger toddlers enjoy the outdoor activities too as they have easy access to a range of equipment that extends their skills and promotes their self esteem and confidence.

Children are becoming aware of their own safety as staff take measures to reduce the risk of the spread of infection and gently remind children about effective personal hygiene routines. Older children know that hand washing is important to their health and they understand the positive effects that fresh air and daily exercise and activity have on their well-being. Whilst staff conduct risk assessments on a daily basis they are not always effective reducing some hazards such as guarding electrical sockets and including arrangements for outings, placing children at potential risk. Staff are however aware of procedures to be followed on outings such as increased ratios of adults and ensuring that emergency contact details are easily accessible.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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