

Sunflowers Neighbourhood Nursery

6 Bewdley Drive, Wolverhampton, West Midlands, WV1 2AU

Inspection date	27/11/2013
Previous inspection date	04/03/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Teaching is good because all staff fully understand how to promote children's learning and have high expectations for their achievements and as a result, children's progress is rapid given their starting points and capabilities.
- The management team empowers staff through their professional development and through supervision which enhances their skills and knowledge about the learning and development requirements.
- The effective partnerships with parents and other professionals encourages involvement at all levels and across all aspects of children's learning and promotes positive transitional experiences for children. All staff foster positive attachments with the children in their care.

It is not yet good because

- Older children's safety and well-being is not given sufficient priority through the identification of all possible hazards in the outdoor play areas.
- Children's independence at meal and snack times are not always extended by the staff and they are not introduced to visitors to ensure they are supported during changes in their daily routines.
- Older children's literacy skills are not always enhanced during their outdoor play times.

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 base rooms and the outside learning environment.
- The inspector conducted a joint observation and held discussions with the manager.
The inspector scrutinised a range of documentation; risk assessments and
- safeguarding procedures, staff suitability, qualifications and training, policies and procedures and the providers self-evaluation form and improvement plan.
- The inspector took account of the views of parents and their children spoken to on the day of the inspection.

Inspector

Mary Henderson

Full report

Information about the setting

Sunflowers Neighbourhood Nursery was registered in 1995 and is on the Early Years Register. It is one of two nurseries run by Sunflowers Day Nurseries Ltd. It is situated in a refurbished building in the East Park area of Wolverhampton and is managed by a private provider. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is an enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and two hold a level 4 qualification. The nursery opens Monday to Friday all year round. Sessions are from 7.am to 6.pm. Children attend for a variety of sessions. There are currently 50 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure the safety and well-being of all children through risk assessment policies and procedures that identify and minimise all possible hazards to children in the outdoor play areas and ensure children are always within sight or hearing at all times.

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

- enhance opportunities for children to develop their independence through pouring their own drinks during dinner and snack times
- extend older children's literacy development by enhancing the outdoor areas so that children see a range of print and have improved opportunities to develop their writing skills
- ensure visitors to the nursery are introduced to the children, this will make sure children understand the visitor's intentions and help them understand what they are doing.

Inspection judgements

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

The quality of teaching within the nursery is effective because the staff are qualified and undertake further training to support their already good awareness of how children learn through high levels of engagement. Their enthusiasm enhances all aspects of the learning environment and thereby children's progression towards the early learning goals. The provider, manager and the staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Staff show they have high expectations of themselves and all children on roll. Consequently, all children progress well given their starting points. Teaching strategies used and an interesting environment enhances children's physical and communication skills alongside their personal, social and emotional skills. For example, qualified forest school staff ensure that good use is made of this part of the garden. Here effective teaching occurs which supports children's motivation to learn. For instance, children like to search for insects and worms in their 'bug hotel' and use sticks to move fallen leaves and dig up worms to take back into their rooms to show what they have found. The staff use open-questions during such times to enhance children's critical thinking skills and further their communication and language development. This contributes to children's learning outcomes across a range of areas of learning and development and promotes their school readiness. Children's love of small and interesting animals is fostered well because the staff provide them with opportunities to care for the nursery hamster and African snails. Children's interest in small animals is further extended through their love of books as they sit with the staff looking at pictures, listen to stories and find out that books are a good resource for them to use.

The staff provide a range of media to extend all children's interests. For example, babies like to mix water and flour to make gloop, squeeze it in their hand and look on in awe as it becomes stretchy when they hold it in the air. Babies like to use their imagination as they pretend the gloop is baby food and feed their dolls from spoons as they hold them in their arms. They crawl over and cruise around their space to join in with such activities, thereby extending their physical development as they play. The staff working with babies support their play further by talking to them all the time about what they are doing so that they hear and begin to understand words thereby fostering their ability to talk and communicate with their peers and the adults caring for them. The toddlers become excited and motivated as they learn about light and dark. They enjoy playing outdoors with the staff using their torches to look around them as they play in the wicker house under close supervision. Here the staff ask them open-questions so that they can explore and talk about their findings. This also supports younger children's exploration of technology as they learn to turn the torches on and off and giggle with their peers as they find out about cause and effect. Older children's exploration about cause and effect is supported well as they independently use the computer, make things happen using their fingers to move the pictures they see on the screen, and talk about their findings with excitement, calling the staff to see what they have achieved. Free access to such equipment fosters children's learning about information, communication technology well.

The assessment of children's learning at all ages is effective because all staff have a clear

understanding of the need to observe and assess children as they play in order to identify the next steps in their learning. The staff support children well during their adult-guided and child-initiated activities. Older children's literacy skills are fostered through access to books, writing and mark making resources as they paint and draw pictures. Some older more able children are beginning to have a go at writing their own name. Indoor play areas are rich in print. However, there are missed opportunities to extend children's learning because the outdoor areas do not show print or provide children with enhanced opportunities to refer to words. Also, there is a lack of resources in the outdoor play areas for children to make marks using a range of resources and equipment.

There are effective strategies in place to engage parents in their child's learning and development. For instance, the nursery encourages parents to take home the hamster, take photographs and talk to their child about how to care for small animals. Also, parents are encouraged to take their child's scrap book home with support sheets to encourage them to ask their child to talk about their favourite activities at nursery, thereby enabling parents to learn how to support their child's learning at home. There are open sessions for parents. This includes a fathers afternoon session where they too can find out about how their child learns and how their learning can be supported in the home environment. This supports the effective two-way communication so that parents and staff are working together to support the individual child's developmental progress. Children with identified needs are supported well through intervention and discussing with parents how best to support the child. Staff caring for toddlers within the nursery discuss with parents the most suitable time to provide a comprehensive summary of their child's learning and development in time for their health visitor check at age two. During settling in sessions, parents and their child's key person discuss routines and the child's previous learning so that this and initial observations by the key person ensures securely identified starting points on which to build children's learning and development across all areas.

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

The staff provide a warm and welcoming environment for all children. However, staff supporting children's sense of keeping themselves safe is variable, such as ensuring older children tell staff when they want to play behind the shed. This compromises older children's well-being and safety. During outdoor play times, children are physically active. They enjoy using the equipment to practice their physical skills. For example, older children like to run up and down grassed slopes, take risks as they learn how to climb on the frame and giggle and laugh as they chase one another round the garden. Toddlers like to ride their tricycles around and take risks as they use the small slides under supervision of the staff. Babies too enjoy being outdoors in the fresh air with their key person and begin to cruise about using the equipment around them. Children are reminded to be careful of one another and not bump into their friends during their outdoor play times.

Children's emotional well-being is not always fully promoted when unexpected visitors, such as the arrival of an inspector, come into the nursery. This is because the staff do not introduce them to the visitor during such changes in their routines, to ensure they are aware of the visitors intentions and what they are doing there. The key person systems in place ensures children receive individual care which supports their self-esteem and

confidence. Their self-esteem and confidence is further supported through meaningful praise as children achieve what they set out to do. All children, including babies, are held and comforted when they become upset. The staff ensure children's art work and photographs of themselves and their family are displayed which gives children a sense of belonging to the nursery. This builds on children's ability to bond and become attached to their key person.

During times of transition when children are ready to move onto their next base room, key persons hold discussions to ensure the child's needs and developmental areas of learning are known. As children become ready to move onto school the staff support them through stories and activities that help them to become resilient during this important transition phase of their life. The communication between the nursery, other settings and school ensure all parties are working together to ensure that children's needs are identified and met. Children are well-behaved, share and take turns with the resources showing empathy for one another as they play. Children are actively involved in keeping their base rooms tidy and organised so they can find what they want to play with during their child-initiated play times. The staff support the older children's independence during meal times as they are encouraged to serve themselves. However, the children are not encouraged to pour their own drinks which would further enhance their skills in independence during such times. The staff encourage toddlers and older children to have a go at putting their own boots and coats on ready for outdoor play. This supports children's independence and also their readiness for school. Children's learning about a healthy lifestyle is enhanced by the staff because they talk to the children about the benefits of a healthy diet and about the need to ensure they wash their hands before eating and after visiting the toilet. Children are provided with a healthy balanced diet which includes vegetables and fruit. The cook ensures all meals are cooked from scratch, thereby ensuring children's food is free from additives, such as those found in jars and tins.

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

Leaders and managers are aware of the learning and development requirements of the Early Years Foundation Stage framework. However, their awareness of the safeguarding and welfare requirements of the framework is less effective and puts children at risk. This is because the area sometimes used by the older children sited behind the shed has not been fully considered as a possible hazard and is not appropriately risk assessed to ensure that all possible risks to children are identified and suitably minimised at all times. All staff have attended child protection training and are able to identify possible signs of abuse which is outlined in the child protection policy and procedure. They also have an awareness of the whistle blowing policy in place should there be any concerns with anyone working at or visiting the nursery. The recruitment procedures of the nursery are robust and include ongoing checks of staff suitability to work with children.

The monitoring of the teaching and learning programmes within the nursery curriculum supports children's learning and development. For example, the quality of teaching by the staff is monitored through observation of practice within the rooms by the manager, and this is fed back to the staff through supervision sessions that are in place to support the

staff and thereby benefit the children. There is a continuing targeted programme for the professional development of all staff to ensure they consistently improve their early years knowledge and understanding over time, thereby benefitting the children's learning and development. For example, the staff have attended Every Child a Talker and Speech and Language training. As a result, staff working with older children and toddlers have improved how they support children through open-questions which encourages them to think critically and talk about their findings. Staff working with the babies have improved support for very young children by ensuring they talk to them all the time about what they and the baby are doing so that they hear and begin to understand speech and thereby begin to communicate and develop their talking skills. One baby room member of staff has undertaken baby signing training. As a result of sharing this with other baby room members of staff, babies are supported further with their understanding and communication skills.

Partnerships with parents and other providers and professionals is effective and ensures that everyone working with the individual child is included. Children with identified needs are supported well through intervention and discussing with parents how best to support the family and child. Parents comment on the approachability of the staff, "can't fault them, very friendly nursery and the children's meals are great too". There is a range of information provided to parents to keep them informed and up-to-date about the nursery and their child's progress over time. There are displays, newsletters and access to all policies and procedures for the running of the nursery. The self-evaluation processes in place includes the management, staff, parents and their children. Areas for continuous improvement to benefit the children's learning and development are identified. However, such procedures are weak because the management have failed to identify all possible hazards to children's safety and well-being within the provision of outdoor play.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY232178
Local authority	Wolverhampton
Inspection number	944240
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	86
Number of children on roll	50
Name of provider	Sunflowers Day Nursery Ltd
Date of previous inspection	04/03/2009
Telephone number	01902352353

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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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