

Sunflowers Nursery

Winchester House, Baxter Road, Sunderland, Tyne and Wear, SR5 4LW

Inspection date

03/02/2014

Previous inspection date

18/11/2008

The quality and standards of the early years provision

This inspection:

2

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	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

- Teaching is good because the staff team have a secure knowledge and understanding of how young children learn and develop. They carefully observe and assess children's progress to continually improve their learning.
- Staff have a warm and caring rapport with the children, which helps them form strong attachments. They are knowledgeable about children's individual needs and this promotes their emotional well-being effectively.
- Robust safeguarding procedures ensure that children are protected from harm and neglect and their safe care is given the highest priority.
- Leadership and management of the setting is enthusiastic and committed to continuous development of practice to benefit all children.

It is not yet outstanding because

- There is scope to enhance older children's already good literacy and mathematical skills by extending the range of print and numbers displayed for them in both the indoor and outdoor play areas.
- Staff do not consistently use pictures of the daily routines and events to reinforce children's understanding of what happens next and in this way reassure and support their understanding.

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 throughout the nursery in both indoor and outdoor spaces.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the manager, staff and children throughout the inspection.
The inspector took account of parents' views through written documentation they had provided for the inspection and the information from the setting's self-evaluation.
- The inspector carried out a joint observation with the manager.

Inspector

Janet Fairhurst

Full report

Information about the setting

Sunflowers Nursery was registered in 2004 on the Early Years Register. It is one of two facilities provided by the Sunderland North Community Business Centre. It operates from two rooms in Sunderland North Community Business Centre at Winchester House. It is situated in the Town End Farm area of Sunderland. All children share access to an enclosed outdoor play area.

The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications from level 3, including one with Early Years Professional Status. There are currently 42 children attending who are in the early years age group. The nursery is open each weekday from 8am until 6pm for 50 weeks of the year. Children attend for a variety of sessions. 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:

- enhance further the use of the pictorial daily routines to reduce new children's anxiety and reinforce their understanding of what happens next and in this way develop their awareness of daily events
- increase the amount of print and number signs both indoors and outside to enhance children's understanding that words have meaning and number recognition, in order to further support their good early literacy and mathematical skills.

Inspection judgements

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

Staff demonstrate a secure knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Key persons have a good clear understanding of their children's individual needs and are using this knowledge to inform a recently introduced and effective planning, observation and assessment system. As a result, next steps for children's learning are identified and are used to shape planning. Staff obtain initial and ongoing information from parents about what their child knows and can do, which they use as a starting point to measure children's progress. Children are assessed regularly by their key person. This helps them to identify and address any specific gaps in learning. The quality of teaching is consistently good. Consequently, all children, including those who speak English as an

additional language and those that have special educational needs and/or disabilities make good progress towards the early learning goals. The progress check at two years has been implemented and is being used to identify children's development and learning priorities. Parents are well informed about their children's learning through daily discussions and the sharing of learning journey records. Staff encourage parents to share achievements obtained at home and use this information in planning further activities. This means that children's progress is effectively shared with parents and their contribution to their children's learning is valued.

Children's personal, social and emotional development is fostered well as staff encourage them to lead their own learning and to instigate their own play. Their independence is developed as they are encouraged to carry out tasks for themselves. For example, babies are supported to hold their drinking bottle while older children serve their meals. Children's communication language and literacy is supported well. They spontaneously interact with adults, who engage them well in conversation and promote their language and communication skills well. Children benefit from time to develop spoken language through sharing conversations both one-to-one and in small groups during circle time. This gives them confidence and helps them form friendships as they listen and consider the needs of others. Staff effectively use open-ended questions that invite children to think and communicate and patiently wait for their responses. They get down to children's level when talking and use body language and gestures to enhance communication. This is especially effective with children who speak English as an additional language and those who have communication and language difficulties. Consequently, children are gaining the key skills needed for their future learning. Children increasingly hear staff using mathematical language. For example, as they build towers with the blocks, staff use terms, such as 'tall' and 'long'. Children also show a growing understanding of shape and colour. A good example of this was observed as children put away their mats after circle time, they are encouraged and confidently identify the colour and shape. There is, however, scope to extend the availability of text and numbers in the environment to further extend the older and more able children's learning.

Children's sensory development is nurtured from an early age, helping them to find out about the world around them from what they see, hear, touch and smell. Babies show curiosity and interest in a wide range of natural and other materials as they investigate the treasure baskets, turning objects over in their hands and using their mouths to explore taste and texture. Older children have regular access to information and communication technology equipment, which supports their developing skills for the future well. For example, most of the children independently work through simple programmes on the computer. Staff engage well with children at all levels to extend and increase their motivation. For example, older children ask for help when they are building a bridge with blocks and staff respond by giving them ideas to help them problem solve. This enables children to manage independently and increase their confidence and abilities. Children are physically active, for example, they regularly play with resources that include paint, dough and construction materials and by doing so, develop dexterity and strength in their small muscles. Babies have plenty of space to roll, crawl and move and those who are learning to stand are supported by staff who are attentive to their needs. Outings to the nearby park provide opportunities for older children to run around, expend energy and play on

large physical play equipment. Also, children of all ages access the nursery outdoor area on a daily basis.

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

Children are happy and settled because transitions into the nursery are managed well. The key person system is implemented effectively, to ensure that each child has a named person to take responsibility for their daily well-being, plan for their learning and development and build positive relationships with parents. Valuable information is collated from parents about their children's background, interests and abilities when they first start to attend. This enables staff to quickly identify each child's starting points and begin to tailor learning experiences to the interests and abilities of individual children. As a result, children develop a strong sense of belonging within the setting and most quickly become familiar with the daily routines. Children new to the nursery are offered very appropriate and sensitive support by their key person and other adults, to help them settle. Although, the nursery has adopted the use of visual timetables to support children with special educational needs and/or disabilities, they have not considered this for those new children who may need ongoing reassurance. The use of visual support strategies, such as visual timelines offer reassurance for those children who need to know what is going to happen next in a task or routine, so that they can anticipate this and develop a sense of time.

Resources are in good condition and stored on shelving at children's level, enabling them to access the toys. Children gain a positive appreciation of diversity as they take part in meaningful and well-planned activities and events that help them to gain an understanding of the wider world. For example, children learn about Chinese New Year and the tradition of giving red envelopes with gold coins. Children's behaviour is good. They respond well to adults consistent and calm approach and high expectations of their behaviour. All children learn to share and take turns while playing and are considerate to the needs of others. Staff regularly talk to children about emotions, for example, during 'circle time', they ask them how they are feeling. Through these discussions, children learn to express themselves and develop strong positive relationships with each other and the staff team. Staff are good role models for children, providing positive praise and encouragement, which ensures they develop high self-esteem and confidence. Staff plan specific activities to help prepare children for the move to school. For example, they develop socially through play opportunities and learn about managing their own needs, such as lunch times and toileting.

Children are cared for in a safe, warm and clean environment where they learn the importance of good hygiene and personal care. Older children show a secure awareness of why routines, such as washing hands before meals, are important. All children receive freshly-prepared healthy and nutritious meals and snacks that meet with their individual dietary needs and preferences. Children's good health is further developed through daily outdoor play to benefit from the fresh air. Staff promote children's safety well within the nursery. Children are encouraged to keep themselves safe through support and guidance from the staff. For example, children climb the steps of the climbing frame in the garden but are offered reminders from the staff about using two hands to hold on with and sitting

down on the slide. Children learn not to run indoors because they might fall and hurt themselves, or to not walk on the wet floor in case they slip.

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

The manager and staff are enthusiastic, dedicated and work very well together as a strong and committed team. They have a good understanding of the requirements of the Early Years Foundation Stage and ensure these are implemented effectively overall. Staff have a good understanding of their responsibilities to protect children in their care. They have a clear understanding of the procedures to follow in the event of a concern about a child and the correct reporting procedures. Robust systems for the recruitment and induction of staff ensure that children are cared for by suitable and knowledgeable adults. Comprehensive policies and procedures, such as whistle blowing, safeguarding and complaints, are in place and thoroughly understood by all staff. This means that they are clear about their roles and responsibilities to ensure welfare of children and the smooth running of the nursery. A record is kept of all visitors to the premises and children are well supervised at all times. Regular risk assessments cover all areas of the building, including all outings, with staff carrying out daily checks that encourage children to become aware of possible hazards and ways in which they can keep themselves safe.

Regular appraisals and supervision ensure that staffs' performance is monitored and any weaknesses addressed to improve opportunities for the children. It is also used well to support a broad programme of professional development, which includes attendance at a range of appropriate local authority training. The new nursery manager has implemented an effective system, which enables her, along with the key person, to closely monitor and track the progress children make. From this, they are able to identify the support needed for children, or areas of learning that can be further developed through providing staff training. This ensures that all children are supported to make good progress. Partnerships with parents are strong and contribute significantly to children's well-being and development. Staff actively seek their views and involve them in the life of the nursery. Parents' receive detailed information about the nursery and are kept well informed of current events through regular newsletters and well-presented displays. They receive a good range of information about the early years curriculum and their children's individual learning plans and assessment records. Written daily diaries ensure parents are well informed about their child's day and support ongoing daily exchanges of information. A range of photographic displays ensure that parents are provided with good information about how their children learn through play. Feedback from parents at the inspection demonstrates their satisfaction with the staff and the care and education provided. Staff work well with other agencies and professionals, such as health visitors and autism outreach. Because of this close and efficient partnership, children's needs can be promptly met.

The management team have clear aims for the provision and a commitment to continually improve the nursery for the benefit of the children who attend. Processes of self-evaluation involve children, parents and staff and ensure that the vast majority of strengths and areas for improvement are recognised. The manager and staff strive to use

what they have learnt from attending training, visits to other settings, cluster group meetings to continually provide good quality care and education. For example, they have recently changed the colour of the walls within the nursery, to help create a calmer atmosphere for children. The nursery has successfully addressed the recommendations made in the previous inspection. For instance, they have improved the layout and the range of equipment within the two to five age group to provide a more effective and challenging environment. This demonstrates a positive approach to continuous improvement.

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	EY277082
Local authority	Sunderland
Inspection number	877671
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	42
Name of provider	Sunderland North Community Business Centre Committee
Date of previous inspection	18/11/2008
Telephone number	0191 537 3231

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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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