

Little Sunflowers Day Nursery

Shirley Crescent, Beckenham, Kent, BR3 4AZ

Inspection date	18/12/2013
Previous inspection date	22/01/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The management and staff have worked hard since the last inspection and have made significant improvements to the provision. As a result, outcomes for children are good.
- Children are cared for in a relaxed and welcoming environment and show they are settled and happy.
- Planning effectively allows children time and space to engage in their imaginary games.
- Children are confident talkers. They take pleasure talking to adults making their needs known.

It is not yet outstanding because

- Occasionally the organisation of whole group activities does not fully engage all of the children including those learning English as an additional language. This slightly reduces opportunities for all children to be involved at these 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.

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 interviewed the manager and had ongoing discussions with staff regarding practice throughout the inspection.
- The inspector sampled documents including children's development records, policies and procedures.
- The inspector observed the staff and children during their play.
- The inspector discussed the setting's self-evaluation processes.
- The inspector conducted a joint observation with the manager.

Inspector

Marvet Gayle

Full report

Information about the setting

Little Sunflowers Day Nursery opened in 2000 and operates from purpose built premises in Cobalt Close to the rear of Marian Vian school in Beckenham. It is a private nursery run independently of the school. The nursery building consists of a main nursery room and smaller room which has alternative use depending of the ages of the children attending. A disabled toilet, children's toilets, kitchen facilities, office and staff room area are also available. There is access to secure outdoor play space. The nursery generally serves the local urban area of Beckenham and West Wickham but some children attend from a wider catchment area. It is open from Monday to Friday from 8am until 6pm for 52 weeks of the year. Children can attend for morning and/or afternoon sessions and before or after school within the full day. The nursery supports children learning English as an additional language. The nursery receives funding for the provision of free education for children aged three and four years. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery receives support from a local authority advisor. There are a total of eight qualified staff including the manager. Two members of staff are qualified to foundation degree level. Three members of the team are qualified at level two and above and two are unqualified. A cook is also employed.

What the setting needs to do to improve further

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

- review the organisation of some group activities, such as story and lunch time to help children learning English as an additional language become fully engaged.

Inspection judgements

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

Staff encourage children to take part in a broad range of activities that support their learning and development well. Therefore, children are keen and motivated as they take part in planned activities, for example, painting and decorating baubles. Staff promote all areas of learning well to ensure children make good progress towards the early learning goals. The key person system works well to ensure staff are fully informed about children's individual needs and backgrounds. Staff effectively build on what children already know because parents spend time with the key person during the settling in period getting to know the child. Staff undertake regular observations, which they use to inform planning to reflect children's individual interests. Additional processes are used alongside written observations to successfully track children's progress and learning.

Staff promote children's communication and language skills well. Therefore, children are

confident talkers. They take pleasure talking to adults making their needs known. For example, a two-year-old wanting to take part in the bauble activity, sits at the table and says to the staff, 'I want one'. Children follow simple instructions well and enjoy circle time sessions when they work as a group to share what activity they took part in during the morning. Staff promote children's language skills and sense of belonging well overall. However, not all group activities fully engage all children, particularly those learning English as additional language. This is because some sessions such as story time are too long and there are no props to enhance the children's learning. Staff praise the children's efforts making them feel good about themselves and special, which aids their self-confidence. While playing in the sand children use good language to explain and talk about what they are doing to show their ability to link their ideas to actions.

Staff provide children with a broad range of freely available books to promote their early interest in printed material. These include 'touch and feel' books, books with flaps and musical books for babies and the younger children. There are books with long and short stories, fiction and nonfiction books for older children, extending the children's understanding of words and their meaning. Children take pleasure in making marks as staff provide them with painting and drawing resources. Children develop meaningful number skills in play, for example, informing an adult that they have 'nine' so the adult has 'one more' than they do. Children show an interest in size, space and measurements as they play in the dry sand. Others spend time sorting items they have made using play dough in groups according to colour and shape.

Children are developing a good understanding of how things work while playing with a range of battery operated toys. This promotes their understanding of using information and communication technology (ICT) equipment. Children are developing a good sense of time with the use of a daily routine. They explore and are developing an understanding of some features of change in their environment, for example, playing with the wet leaves in the garden. Staff effectively promote children's imaginative skills by planning areas and resources well and allowing them time to be engaged in imaginary play. As a result, children enjoy getting dressed up and taking on the role of different people of interest to them.

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

Staff warmly greet children and their parents on their arrival, which means all children feel valued and welcomed. Children are cared for in a warm, calm and relaxed atmosphere. Babies and children settling in benefit from close interactions with staff. Babies sit on staff's laps while looking at books and throughout the day staff introduce them to different activities in the environment. Staff sensitively reassure babies who are settling in when they are upset by talking to them and finding out what they need, for example, a nappy change. They give them cuddles making them feel safe and secure. Children have good opportunities to develop independence skills in everyday situations. For example, they make choices at mealtimes and serve themselves.

Staff establish some links with schools that the children will be attending to help to

complement their care and learning and support a smooth transition into school. Children are well behaved. Staff talk to children at their level giving eye contact and clearly explaining why any unwanted behaviour is not acceptable. Children are familiar with the routine, which helps them to feel safe and secure. Children enjoy mealtimes because this time is used as a social occasion. Staff sit with the children and maintain discussions to ensure it is an enjoyable experience. They make that children's drinks are within easy reach so that children can help themselves. Children receive healthy meals and snacks that contribute to their good health.

Children are developing their independence skills in a range of ways. For example: they choose the toys and resources they wish to play with from what is provided for them. This also promotes children's early decision-making skills. The older children can independently care for their personal needs such as putting on and taking off their coats. Children follow effective personal hygiene routines because staff act as good role models. Older children demonstrate their awareness as they wash their hands independently. Staff talk about hygiene procedures as they help the babies and toddlers wash their hands before sleep time.

Children benefit from daily outdoor play. Staff extend some indoor activities to outdoor areas to support children's learning and development. Staff encourage babies to play and explore their environment by placing interesting toys around them. Children use wheeled toys in the garden confidently and negotiate space well. Children play and learn in a safe environment as staff complete a range of safety checks and risk assessments. Children learn about the importance of keeping themselves safe and the impact it may have as they are also involved in this process. They also regularly participate in practising the emergency evacuation procedure so they are aware of the steps to take in an emergency. They learn to take responsibility for their personal safety, for example, as staff talk to them about the importance of walking indoors.

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

The manager has a clear understanding of her roles and responsibilities with regards to the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. A range of appropriate policies and procedures and robust systems to ensure the safe recruitment of suitable and qualified staff are implemented. Staff have a clear understanding of their role in implementing safeguarding procedures to promote children's welfare. Staff are clear about the signs and symptoms to be aware of and their responsibility to act on concerns, enabling them to act in children's best interest. Written daily and monthly risk assessments are carried out and audited by the manager ensuring that all potential risks are quickly identified and reduced. As a result, children are cared for in a safe and secure environment. Visitors' identities are checked and they are asked to sign in and out and staff closely monitor children's arrival and departure times. Children can freely choose from a broad range of resources to support their learning. The space in the nursery is used effectively through careful planning, allowing children to become engaged in their learning. Staff regularly rotate the selection of toys on offer to maintain

children's interest. Babies' toys are bright, colourful and provide ample stimulation.

Since the last inspection the management and staff have made significant improvements to the provision. Focused targets for improvement have ensured that they have robustly responded to previous actions and recommendations. Staff are using their skills effectively to promote positive welfare and learning outcomes for children. Observation, assessment and planning systems used are working well overall. As a result, children are making good progress in their learning and development. The manager continues to seek support from the local authority to help ensure new strategies are fully embedded into practice. Staff and management are committed to continuous improvement. They use their self-evaluation tool for reflective practice, they are eager to further develop the nursery and ensure leadership and management of the nursery is fully effective. They are developing staff confidence by implementing peer observations and they have also implemented annual staff appraisals and supervision. These systems help to identify particular training needs to support staff in their roles and help children achieve good outcomes so that they are effectively prepared for future learning and starting school.

The manager is committed to continuing to develop the nursery to further enhance the learning opportunities for children both inside and outside. For example, staff aim to further develop the outside playtime by restructuring the way it is used by the children. Self-evaluation is effective and different aspects of the nursery are discussed at staff meetings. Responses to parent questionnaires and discussions with children also play a part in helping the staff to reflect on their practice and make improvements that benefit the children.

Good displays of information enable parents to gain an understanding about how children learn through play. Partnerships with parents are good overall. Parents talk to staff to gain information about their children's well-being, which puts them at ease. Staff promote continuity of children's care well. Regular newsletters are given to parents so they are kept up-to date about current topics, celebrations and important dates. Children's developmental records are shared with parents who are actively encouraged to contribute to these records, as part of ongoing observation and assessment. Staff value parents' views and these are obtained through questionnaires, a suggestion box and verbal feedback. Parents speak positively about the care and service provided. Parents are happy with children's increased confidence.

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	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	137239
Local authority	Bromley
Inspection number	911300
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	32
Name of provider	Jacqueline Clark
Date of previous inspection	22/01/2013
Telephone number	020 8663 1835

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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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