

Sunflower Nursery

2a Stretten Avenue, Cambridge, Cambridgeshire, CB4 3EP

Inspection date

11/06/2014

Previous inspection date

09/10/2008

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

- A stimulating and well-planned environment, both indoors and out, means children are motivated and enthusiastic learners who make good progress in their learning and development.
- Close relationships between staff and children, and good partnerships with parents have been developed. Good support is given as children move through the nursery and when they leave for school. As a result, children are emotionally secure.
- Safeguarding is given a high priority. Children are cared for by qualified and experienced staff, who effectively support and encourage children in understanding how to keep themselves safe and healthy.
- The management team demonstrates a desire to provide a high quality nursery. Monitoring of the provision and children's learning is robust, ensuring children benefit from a continually improving provision.

It is not yet outstanding because

- Opportunities for children to value their home language are not always consistent across the nursery.
- Occasionally links with other settings that children attend do not fully support a robust two-way flow of information about children's learning.

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 areas of the nursery including the garden.
- The inspector held a meeting with the manager, and spoke with children and staff at appropriate times, throughout the inspection.
- The inspector took the views of parents and carers into account through conversations and written feedback.
- A range of documentation was examined, including the children's learning journals, staff records, planning documents and the nursery's self-evaluation.
- The inspector carried out a joint observation with the nursery's Early Years Professional.

Inspector

Julia Sudbury

Full report

Information about the setting

Sunflower Nursery was registered in 1995 and is on the Early Years Register. It is situated in purpose built premises near to the centre of Cambridge and is managed by the Cambridge Housing Society. The nursery serves the local area and is accessible to all children. It operates from two buildings and there is an enclosed area available for outdoor play. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, including one staff member with Early Years Professional Status and one staff member who holds Qualified Teacher Status. The nursery opens Monday to Friday, all year round, with the exception of bank holidays and some staff training days. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 76 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- build on links already made with other settings that children attend, to ensure a robust and consistent two-way flow of information, to further promote continuity in children's learning
- enhance opportunities for children with English as an additional language to value their home language consistently across the nursery.

Inspection judgements

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

Children are making good progress in their learning and development because the setting provides a stimulating and well thought out educational programme. Inside and outside resources are used to provide interesting and challenging experiences. For example, outside children are given the choice to paint at a table or standing up at the wall. A wide range of brushes and rollers are available. This ensures children who prefer to be more physical in their learning are catered for. Teaching across the nursery is good and supports children's progress. A well thought-out educational programme links activities and carries through themes over a number of weeks. This allows children to revisit and build on their previous knowledge. Staff have high expectations of the children, providing them with specific praise and encouragement upon their completion of tasks. For example, lots of children receive stickers for helping to tidy up and show delight in receiving them. This positive feedback provides children with a high sense of self-esteem and pride. As a result, children are gaining the skills, knowledge and dispositions needed to support them

in their next stage of learning.

Robust strategies engage parents in their children's learning. Staff collect detailed information from parents before children start on their current interests and abilities. This is then built upon through discussions with parents, during settling-in sessions. Parents update 'All About Me' sheets around every six months. This ensures staff continue to have a good understanding of children. Each child has his or her own learning journal, where staff collect a range of clear observations and examples of children's work to support assessments of children's progress. This includes the completion of the progress check for children between the ages of two and three years. Children's progress is summarised and next steps are planned regularly. Learning journals are shared with parents. Daily diaries are used to ensure a two-way flow of information between nursery and home. Staff know families well and ensure they make time for verbal discussions. Parents receive information about activities and learning within the nursery, and are encouraged to make use of 'sharing trees' in each room. Additionally, the nursery holds a number of parent information evenings, giving support and guidance on children's development. This ensure parents are involved in their children's learning, and are provided with skills and ideas to support them.

Children's communication and language is supported well. Older children develop their language and social skills as they join in circle times, where they share their interests and ask each other questions. Younger children engage and enjoy age-appropriate singing sessions. Staff join in conversations with children and show that they value children's contributions and encourage their responses. Children who speak English as an additional language and those who need support with their communication skills are identified quickly, through the use of the 'Every Child a Talker' programme. This enables staff to secure timely interventions and support where required. Children with English as an additional language are provided with opportunities to use and value their home language. Staff engage with parents to ensure they understand key words spoken at home. Also, dual language books are in use across the nursery. However, some rooms are more successful at making full use of this information. For example, in the Snowdrop room, staff have asked parents how to pronounce words in stories. This ensures staff can make full use of the books. However, in the Bluebell room, staff have made a dual language singing book, but are not able to sing the song. Children's early attempts at writing are valued with even the very youngest children given opportunities to draw and make marks. Across the setting, visual images and family photographs enhance children's self-esteem and firmly support their personal, social and emotional development. Children's physical development is well supported. They have opportunities to dig in a large sand pit, or make use of the hill outside to help develop their physical skills. Indoors activities, such as building blocks and cooking support physical development.

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

Children are confident, happy and content while at the nursery. They arrive with cheerful enthusiasm, quickly joining in with the activities. A well-managed and flexible key-person system enables children to develop secure emotional attachments with staff. Children are

skilfully supported by staff, as they move between rooms. Children starting at the nursery are able to build secure attachments with their key person through settling-in sessions. Woven through the nursery are procedures that support children's move to the next room. For example, older children in Snowdrops are given opportunities to interact and engage with the children and staff in the Bluebell room; while a shared outside area ensures that Bluebell children get to know the staff and children in the main room. When appropriate, Snowdrop children get used to eating with spoons. Bluebell children also begin to be supported to serve their own food. Parents are supported to meet staff in the new room and are given practical information, such as where to hang their children's coat. This ensures that differences between the way rooms operate are not a big change for children and parents. Children who are moving on to school are supported well. The nursery collects information about which children are going where, and displays this for children and families to see. They support visits to local schools and provide pictures of key areas. Teachers are invited in and assessment information is shared. All of these procedures across the nursery ensure children are emotionally well prepared for their next stages in learning.

Children learn about expected behaviour because staff act as positive role models, setting clear and consistent expectations. Children are regularly reminded about the nursery's golden rules. Children of all ages behave positively and unwanted behaviour is minimal, due to the high level of independence and challenge provided. Staff and children respect each other's feelings. For example, when tidying up in the main room, children are heard to ask whose picture they have found, so that it can be put in their tray. Older children offer support to younger ones, and even the very youngest children are encouraged to share. Children are robustly supported to learn how to keep themselves healthy and safe. Healthy snacks and meals are provided each day. Water is freely available. Cooking activities and growing fresh produce, further enhances children's understanding of healthy foods. Sun cream is regularly applied on sunny days and children know they wear hats to protect them from the sun. Children of all ages are supported to have a good understanding of hygiene. Older children competently wash their own hands, while younger children are supported to gain these skills. Staff make good use of the outdoor areas, encouraging children to participate in active, enjoyable exercise. For example, they ride bicycles or play games with bats and balls. Older children are encouraged to think about safety, for example, about the speed they ride the bicycles or to walk when indoors.

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

The nursery places high priority on ensuring children's welfare and safety. All staff attend regular child protection training. They demonstrate a clear and up-to-date understanding about safeguarding children and their role in protecting them. Safeguarding is given high ongoing priority and discussed at team meetings, further ensuring children's safety. The children are carefully supervised both indoors and outdoors, and the nursery is secure. Robust systems are in place for recruitment, induction and performance management. This ensures that only staff with appropriate skills and experience are employed.

Recruitment procedures are rigorous and prioritise safeguarding children. Where agency staff are used, they undergo induction into the nurseries procedures. The management team carry out effective and regular supervision meetings for all staff. During meetings, children's progress and staff practice is discussed and documented. The manager is supported by monthly one to one meetings. Consequently, staff are secure in meeting the requirements of the Early Years Foundation Stage.

The manager demonstrates a strong drive to improve and develop the nursery. Regular and thorough self-evaluation, taking account of parents, children and staff views, is in place. This process accurately reflects the strengths within the nursery and areas for development. This has enabled the nursery to meet the recommendations and actions from their last inspection, and make improvements. Continued professional development is valued and the nursery closes for a day and a half each year, so staff can attend training. The management team regularly attend network meetings and staff attend training and conferences. New skills and knowledge learnt, is embedded in the nursery through regular team meetings. This ensures the nursery is continually improving its already good practice. Staff who are less experienced or unqualified are supported and mentored to develop their practice. A skilled and experienced Early Years Professional regularly monitors records for children and observes learning activities. This ensures educational programmes provide sufficient challenge for all children. Furthermore, children with identified needs are regularly monitored to ensure appropriate interventions are sort and gaps are closing.

Effective partnerships with parents make a valuable contribution to nursery life. Their active involvement is encouraged and parents share their home cultures to children across the nursery. Parents are kept informed about nursery life through monthly newsletters and key learning areas displayed outside all rooms. This ensures parents are kept fully informed about their children's learning and development. Parents spoken to at the time of the inspection, say they are happy with the nursery. They feel that their children are well cared for and helped to make good progress in their learning. Effective links have been established with a number of other early years settings children attend and the main schools they move on to. This two-way dialogue supports children's ongoing learning and their move to school. However, there is scope to enhance the information sharing with other settings that children attend, to further promote continuity in children's learning.

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	221564
Local authority	Cambridgeshire
Inspection number	865930
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	76
Name of provider	Cambridge Housing Society Limited
Date of previous inspection	09/10/2008
Telephone number	01223 578608

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

