

Sunflowers Day Nursery

Low Wath Road, Pateley Bridge, Harrogate, North Yorkshire, HG3 5HL

Inspection date	14/07/2014
Previous inspection date	05/03/2009

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Leaders support staff exceptionally well to continually develop their professional knowledge, skills and expertise. As a result, the quality of teaching and learning is outstanding.
- Staff work extremely well with parents and professionals to support all children, including those with starting points below those expected for their age, to make exceptional progress.
- Staff skilfully support the personal, social and emotional development of children across all age ranges. As a result, children are confident, independent and eager to learn and are fully prepared for the next stage in their learning, including starting school.
- Leaders and staff strive to provide the highest quality of provision and the best learning experiences for children. They are always looking for ways to be even better and are proud of what they do. Leaders and staff work together very well to set aspirational goals to achieve exemplary standards.
- The safety and welfare of children and families is given utmost priority and the nursery is exceptionally well led and managed by a highly skilled, organised and inspirational leader.

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 observed activities in all rooms where children are cared for and the outdoor learning environment.
- The inspector conducted two joint observations with the manager.
- The inspector spoke with children, staff and parents and took account of the findings from a recent parent survey.
- The inspector held meetings with the senior leaders and professionals working with the nursery.
- The inspector looked at children's assessments records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self-evaluation form and improvement planning.

Inspector

Rachael Flesher

Full report

Information about the setting

Sunflowers Day Nursery was registered in March 2001 and is privately run by Warnes Nurseries Ltd. It operates from four rooms in a purpose-built unit adjacent to the local senior school in the rural village of Pateley Bridge, in the borough of Harrogate. Staff work in partnership with local schools and Nidderdale Children's Centre. Children have access to three secure outdoor play areas. The nursery is registered on the Early Years Register and both parts of the Childcare Register. The nursery is open each weekday from 7.30am until 6pm for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. It serves the local and wider community and currently supports children with special education needs and/or disabilities, children who speak English as an additional language and children looked after by the local authority. The nursery also provides holiday provision for children in the early years age group. The nursery employs 15 members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and the remainder hold appropriate early years qualifications at level 3 and above. The manager holds Early Years Professional Status.

What the setting needs to do to improve further

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

- Review the management of snack time in the two-year-olds room to ensure that staff maximise the learning and development opportunities this activity provides for children.

Inspection judgements

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

Leaders and staff have fully addressed the recommendations raised at the last inspection and, through the exceptional professional development arrangements in place to support staff, the quality of teaching is now consistently of a very high standard. Staff invest considerable amounts of time speaking with children, parents and professionals, and astutely observing the children, on an ongoing basis. As a result, staff demonstrate an excellent knowledge and understanding of each child's stage of development, their interests and what motivates their learning. Using what they know, staff plan exciting and challenging play and learning experiences for each child that build on their prior learning. Staff use their highly effective teaching skills to provide exceptional learning opportunities that challenge and support all children, including those with special educational needs and/or disabilities, and those at risk of not achieving as well as their peers, to make the maximum progress possible.

Staff have high expectations of the children they care for. They skilfully follow the

children's lead, providing prompts and suggestions when needed to extend learning further. Children are given time to think through their ideas before staff provide additional, well thought through suggestions and questions which challenge children's thinking to very high levels. As a result, children are confident, capable and keen to have a go.

Children show in their interactions with staff that they highly value and enjoy their company. They are clearly excited and motivated to learn by the play and learning opportunities provided for them. Resources both indoors and outdoors are of high quality, are strategically placed and are easily accessible to children at all times so that children are able to extend their own play and learning. The outdoor area is exceptionally well resourced and supports the needs of those children who learn best outdoors particularly well.

Staff promote children's communication and language skills extremely well. The nursery supports a number of children at risk of speech and language delay. Close partnership working with the speech and language therapist has increased staff's knowledge and understanding and has resulted in an exceptional standard of teaching. Staff consistently and accurately model language. They fully engage children using ongoing dialogue, clear pronunciation, eye contact and facial expressions that engage and delight even the very youngest. Very young children are learning how to vocalise and express their needs and wishes and confidently go to staff and ask, for example, for their favourite songs or stories. As a result of the excellent teaching and high quality provision to support children's learning and development, children are extremely well prepared for the next stage in their learning, including moving on to school.

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

Children are exceptionally well cared for by highly skilled, caring and dedicated staff. Leaders and staff ensure that they know and understand the needs of the children, their families and the community in which they live, and place these at the heart of everything they do. Excellent partnership working ensures that all children and their families, including those looked after by the local authority and those with special educational needs and/or disabilities, are fully supported through a joined up, consistent approach. Staff expertly support the personal, social and emotional needs of children who, from an early age, are learning to share, take turns and consider the needs and feelings of others, particularly during disagreements. They help children to find solutions to problems and, as a result, children's social skills are extremely well developed. Staff use praise and encouragement very well to promote positive behaviour and to acknowledge and celebrate achievements.

Staff support all children to develop their independence and take care of their own needs. As a result, children are confident to tackle new situations, challenge themselves and lead and direct their own learning. Through well-planned activities and routines, children are very well prepared for the move into another room at nursery and onto school. However, the current organisation of snack time for the two-year-olds does not maximise learning and development opportunities this activity provides.

Children have ample opportunities to be active and to practice and develop their physical skills. Children of all ages confidently take safe risks as they climb on the large tyres and climbing apparatus outdoors. Staff support children well to consider the safety of others and how their actions have consequences. For example, when exploring ice cubes outdoors in the tray, children become excited and throw these. Staff sensitively explain the potential danger with throwing the ice as it is hard and could hurt if it hit someone and children immediately change their behaviour.

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

Leaders demonstrates an excellent understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. Robust policies and procedures are in place, and staff receive excellent training and professional support to ensure the safety and welfare of children. Reflective practice is securely embedded among all leaders and staff who constantly strive to maintain the highest level of achievement for all children. Self-evaluation is accurate and includes the views of families and professionals. It enables the whole team to fully understand the strengths of the nursery and what they can do even better. Leaders and staff are extremely keen to share their outstanding practice and learn from others, to secure high quality provision for every child. Exceptional and thorough performance management and supervision processes are in place which promote the continuous professional development of staff. Staff are fully supported through the provision of mentoring, peer observations, training and partnership working to secure and maintain outstanding practice.

Leaders robustly monitor the progress all children are making to identify any gaps in their learning, particularly for those with low starting points. Leaders and staff are highly skilled at swiftly identifying children who are at risk of not achieving the levels of development expected for their age and appropriately referring them to professionals, including the local children's centre, to secure help early on. Professionals highly value how the nursery works with them in this way as this enables families to access the services they need to improve their lives. Leaders and staff also work extremely well with parents and this excellent partnership working ensures all concerned work together to identify and consistently support the individual needs and interests of every child. Leaders also meticulously monitor teaching and learning opportunities to ensure experiences for children are well planned and provide targeted support so that, where necessary, children to catch up and all achieve to the best of their ability. As a result of this highly effective leadership, teaching is consistently of a very high standard and children are making exceptional progress.

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	400469
Local authority	North Yorkshire
Inspection number	981909
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 9
Total number of places	48
Number of children on roll	85
Name of provider	Warnes Nuseries Ltd
Date of previous inspection	05/03/2009
Telephone number	01423 712555

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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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