

# Sunflower Day Nursery and Kids Club

Summers Community Recreation Centre, Broadley Road, HARLOW, Essex, CM19 5RD

<b>Inspection date</b>	04/11/2014
Previous inspection date	01/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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

- The quality of teaching is good. Staff respond to children's individual interests and ideas, which engages them in their learning and discovery.
- Staff have a sharp focus on promoting children's communication and language skills. As a result, children, including those who speak English as an additional language, are strong communicators.
- Staff display sensitivity and skill in promoting secure emotional attachments with the children. As a result, children are confident and settled. This enables them to be emotionally well prepared for the next stage in their learning, and eventually school.
- The managers display a good understanding of their individual responsibility to ensure that the safeguarding and welfare requirements are met to a high standard.

### It is not yet outstanding because

- On occasion, staff do not give children sufficient opportunity to fully develop their choices and independence, or express their ideas and imagination, particularly during some art and craft activities.

## 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 the three main rooms, gymnasium and in the outside areas.
- The inspector observed and discussed staff practice with the manager and registered person.
- The inspector examined a selection of documentation including the suitability of staff, policies and procedures and children's information.
- The inspector took into account the views of parents spoken to at the time of the inspection.
- The inspector spoke to staff and children throughout the inspection.

## Inspector

Susan Parker

## Full report

### Information about the setting

Sunflower Nursery and Kids Club was registered 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises on the site of Sumner's Community Recreation Centre in Harlow, Essex. It is managed by a committee. The nursery serves the local and neighbouring areas and is accessible to all children. It operates from three main rooms and there are enclosed areas available for outdoor play. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 8am to 6pm. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children and there are currently 56 children on roll. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above, including the manager who has 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:

- provide further opportunities for children to have the time and resources to fully develop their choices and independence, particularly when engaged in art and craft activities, to express their own ideas and imagination.

## Inspection judgements

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

Managers and staff have a good understanding of the Early Years Foundation Stage. They use good teaching techniques that ensure children are provided with a wide selection of play opportunities that support their learning. Activities planned are clearly based on children's interests. Staff are flexible in their practice, which means they respond positively to children's requests. For example, when a play dough activity proves successful, staff are able to extend this into measuring ingredients and making more play dough, at the children's request. However, some activities are very structured, such as when children are making firework pictures with marbles and paint. Children are not always encouraged to squeeze the paint on to the paper by themselves. This is not wholly productive in enabling children to explore and experiment with the activity in order to express their own ideas and imagination. Children benefit from staff's sharp focus on promoting language and communication. Good use is made of posters and useful words in a variety of languages to enable all children to feel valued. This results in children who are confident in communicating their wants and needs. Staff effectively use sports activities, games and equipment, to promote children's physical development and develop their understanding of working together and achieving. For example, children help each other recognise the

coloured hoop when instructed to sit near it. They explore and experiment with large soft play shapes where they develop their physical skills in balance and coordination as they crawl through, jump over, and manoeuvre around different sized shapes.

Staff effectively use observations of children to clearly identify their individual next steps in their learning and development. The information gathered is used well to plan future activities. Staff support children's learning through good use of open-ended questions and by asking children to work out how many plates and cups they need for the number of seats at the snack table. Children display their competent physical skills, as they pour their own milk and water, when presented with a suitable size container for them to handle. Children are rewarded with praise for kind deeds and good behaviour. Babies are encouraged to crawl by staff supporting them to stretch and move towards them or to reach a favourite toy. All children are beginning to display good social skills. They show that they understand about sharing and taking turns. This results in children adopting the skills that they need to be confident and independent in readiness for school.

The managers and staff have established good partnerships with parents. A range of detailed information is gathered from parents, which informs staff about the children's likes, dislikes, abilities and interests. Information on children's ongoing progress and development is effectively shared with parents through their individual learning journeys and development records. Staff record children's achievements in each of the areas of learning, and gain an accurate knowledge of their achievements and progress against typical expectations for their age. Parents are invited to extend and supplement activities at home. This supports children in making good progress, which is consistent.

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

The well-qualified and knowledgeable staff successfully promote children's emotional well-being, confidence and self-esteem. Staff have caring and nurturing dispositions, which children respond to warmly. This gives children a secure base from which they gain support and encouragement in order to become independent and confident. Babies and children display age appropriate levels of self-control in their behaviour. They behave extremely well and they are very content, confident and happy in this nursery. Children show that they understand about taking turns and working together politely with others. For example, toddlers show they know they need to wait until the other children have moved away from the slide before it is their turn. Children usually make their own decisions and choices from a wide variety of excellent resources and equipment. Children regularly explore and play outdoors, gaining regular fresh air and physical exercise. They are encouraged to dress appropriately for the weather. Children also benefit from running games and physical exercise in the gymnasium.

Children flourish and quickly feel happy and secure in the nursery. They benefit from having individually tailored settling in procedures in partnership with their parents. Each child has a key person in the nursery who establishes effective links with parents. Consequently, children's well-being, care needs and routines are successfully promoted. Children exhibit affection to staff who respond warmly. The significance of this is that

children have strong and secure attachments to the familiar staff. They are happy and well cared for, and staff place high priority on ensuring children are safe. Toddlers and children manage risk for themselves, in relation to their age and understanding. During games in the gymnasium, children show that they understand the adult's instructions about where it is safe to play. This shows that children are developing a growing understanding of keeping themselves safe and to respect boundaries.

Children participate in a wide variety of physical play, activities and exercise, indoors and outside. They display a good understanding about the importance of leading healthy lifestyles. They routinely go and wash their own hands and dry them on their own after messy play and before eating. Children eat healthy snacks, which they help prepare and pour their own drinks. They grow some of their own plants outdoors and learn to care for them and to water them and this supports their understanding of leading a healthy lifestyle. Consequently, children are displaying the confidence, skills and behaviour that they need to be emotionally well prepared for the next stage in their learning. Good partnerships and seamless support ensures that children move on from the baby room to the toddler room and on to pre-school smoothly.

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

The nursery staff demonstrate a good understanding of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff speak clearly and confidently about the procedures to follow in the event of a concern regarding a child's welfare. The registered person and the manager place a high priority on the recruitment of skilled, suitable staff. This includes the requirement for applicants to have completed an online safeguarding course before being appointed. This is followed up with good induction systems that include ongoing monitoring of staff, peer observations and performance reviews. All staff also undergo the required vetting procedures, including Disclosure and Barring Service checks, to assess their suitability to work with children. Good partnership with the children's centre means that staff have access to additional professional development opportunities and to in-house training. As a result, staff knowledge and training is frequently updated and maintained at a good level.

The managers and room leaders demonstrate a commitment to the ongoing improvement of the good service that is provided to children and their families. Staff are conscientious about following the nursery's policies in regards to children's good health and welfare. Effective procedures ensure that staff understand how to ensure the health and well-being of all children, including those with medical needs and allergies. Staff provide detailed information for parents regarding the Early Years Foundation Stage and how their children's learning is progressing. Information on all aspects of the nursery is displayed in the rooms, in parent packs, and through informative newsletters. The manager takes the lead in monitoring children's progress. This ensures that children's strengths and any areas for development are quickly identified and addressed.

Staff contribute to the nursery's ongoing self-evaluation procedures. Parents' feedback is

actively sought and acted upon. The nursery has thoroughly addressed the recommendations given at its previous inspection and continues to aim for excellence. Parents spoken to on the day of the inspection are very complimentary. They feel that staff successfully meet the needs of their children. They say that they feel supported by the staff and that the children really enjoy their time at Sunflowers.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY420513
<b>Local authority</b>	Essex
<b>Inspection number</b>	852111
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	52
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Great Parndon Community Association
<b>Date of previous inspection</b>	01/09/2011
<b>Telephone number</b>	01279 430436

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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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