

Sunflowers Nurseries Limited

Chapelfield House, Platting Lane, ROCHDALE, Lancashire, OL11 2HD

Inspection date	06/01/2015
Previous inspection date	09/08/2011

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

- Staff have a good understanding of the Early Years Foundation Stage and use this knowledge effectively to teach and engage children in learning. As a result, children make good progress in their learning and development.
- Staff have a good understanding of safeguarding procedures. Staff undertake regular child protection training and are aware of the authorities to contact should they be concerned about a child's welfare.
- Leadership and management is strong. The management team are pro-active in ensuring regular self-evaluative practice is in place. This means that the nursery is continuously developing in order to support children's needs.
- There are good partnerships in place with parents and other professionals. These partnerships support children, as information about children's needs is regularly shared. Consequently, children's needs are well met.

It is not yet outstanding because

- Children are not always well supported to think for themselves, because they are not always given enough time to think about how to respond to questions.
- Staff do not always make best use of resources in the outdoor area. Therefore, opportunities for quality learning experiences in the outdoors are not consistently available to children.

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 and children at play throughout the inspection.
- The inspector spoke with children, parents, staff, the management team and the owner throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and completed a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluative practice and improvement plans.

Inspector

Elisia Lee

Full report

Information about the setting

Sunflower Nurseries Limited was registered in 2011, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from converted premises in the Rochdale area of Greater Manchester. It is privately managed. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 16 members of childcare staff. Of these, one member of staff holds Early Years Professional status, one member of staff holds Qualified Teacher Status, 10 members of staff hold appropriate early years qualifications at level 3, three members of staff hold appropriate early years qualifications at level 2 and one member of staff is unqualified. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 89 children attending who are in the early years age group. The nursery receives funding for the provision of early education for two-, three- and four-year-old children. It supports a number of 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:

- encourage children to develop their thinking skills, for example, by ensuring that they are given time to carefully consider and verbalise their responses to questions posed by staff
- enhance the outdoor area by ensuring that resources are well stocked, in order to consistently support children's learning in all areas.

Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and provide well planned activities, which support children's next steps in their learning. Educational programmes cover all areas of learning and offer a broad range of learning opportunities. This supports children in gaining the necessary skills in readiness for school. Regular observations are undertaken of children as they play. This informs staff of children's developmental stage and supports them in identifying children's next steps in learning. Planning is flexible and is based on children's developmental needs and natural interests. For example, children playing outside during the morning become interested in the different patterns they observe on leaves. As a response, staff change the activity planned for the afternoon to incorporate a leaf hunt. This supports children's natural interest and engages them in learning. As a result, all children are active learners and make

consistently good progress in their learning and development.

Teaching and learning is good. Staff are knowledgeable about the Early Years Foundation Stage and effectively support children's learning. Staff use a number of strategies and support programmes to develop children's developmental stage. Children listen to different sounds in the environment on a compact disc player. Staff ask children to identify the different sounds they can hear, such as a motorbike and fire engine. This supports children's critical thinking skills. Staff support children through effective questioning and by posing challenges to children. For example, staff ask children to identify different numbers and then count out the correct number of counters to match the numeral. Staff verbally interact with children throughout all times of the day, asking questions and posing tasks. This promotes early language skills and sustained thinking, so children are enthusiastic about learning new things. However, at times, staff ask questions and do not leave enough time for children to process the information, consider an answer and formulate a response. Children who speak English as an additional language are supported through multi lingual staff and visual resources, such as picture cards. Children with special educational needs are supported through close partnership working with a range of other professionals and by having access to specialist resources, such as visual signs.

There are strong partnerships in place with parents and their opinions are greatly valued. Prior to children starting at the nursery, all parents complete detailed information about their child's care needs and their stage of development. Staff use this information to plan initial routines and activities to help settle children. Effective communication systems support partnerships further. Parents attend termly parent evenings, contribute to a social media page, receive a newsletter and have daily verbal contact with staff. In addition, parents are invited into the nursery to share their skills with children, for example, reading stories to children in a different language. Parents contribute to children's learning by contributing skills children have achieved at home using a wow board, and discussing with staff which skills they feel their child needs support with. Staff regularly discuss ideas that parents can undertake at home with children. Staff give out idea sheets with activities that can all be easily carried out in the home environment. In addition, children enjoy using a 'take home teddy'. This involves parents and children working together to complete 'teddy's diary' at home. Parents are involved in children's assessment through contributing to baseline assessments and the progress check for children between the ages of two and three years. Parents were consulted during the inspection and were very complimentary about the care given by staff at the nursery.

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

An effective key-person system is in place. Staff observe children well and consistently nurture their needs throughout the day. Children start at the nursery on a gradual admission and parents are free to accompany their child until they are settled. This allows parents to share meaningful information about their children with staff. Positive attachments are in place and children are settled and secure. For example, staff comfort new children if they become unsettled and engage them in play activities. This means that children's emotional well-being is effectively supported. Staff are positive role models and interact well with children at their level. For example, staff sit with children as they eat

lunch, talk with them and show them how to use cutlery effectively. Children are well behaved. Routines are in place, which support positive behaviour and staff remind children of expectations. For example, staff remind children to line up nicely, as they prepare to access the outdoors. Staff offer consistent praise to children and use reward stickers to celebrate children's achievements. Consequently children learn to behave well.

Children are developing their understanding of danger and how to keep themselves and others safe. For example, children regularly practise emergency evacuations of the building and understand how to do this safely. They learn to take risks that challenge them and develop their skills further by using tools independently, such as scissors. In addition, children carry out their own risk assessments. This involves staff placing a hazard in an appropriate area and encouraging children to look for dangers. For example, staff hide broken toys and make small spillages on the floor. Opportunities for children to develop their independence skills are in place. For example, children put their coats on for outdoor play and access the bathroom independently. The nursery is well resourced and children are free to make choices from the resources and initiate their own play. However, at times, resources in the outdoor area are not well stocked. For example, children enjoy playing in the sand area, but as there is a minimal amount of sand children's learning experiences are decreased.

Children learn to adopt healthy lifestyles. They have daily access to the outdoor area where they have plenty of fresh air and exercise. Staff join in with children's play and there are a range of resources, which support children's physical development. In addition, children enjoy music and movement sessions and going on walks in the local environment. Children have recently visited a care home for the elderly to sing Christmas carols. The nursery has a designated cook who freshly prepares all meals on the premises on a daily basis. Children access a wide menu incorporating fresh fruit, vegetables, milk and water. All dietary requirements are catered for and parents are regularly consulted as menus are developed. Children who attend for the full day also have the option of bringing a packed lunch from home. Children's emotional well-being is promoted. Staff support children's needs and prepare them for their eventual move to school. Staff regularly meet to discuss children's needs as children move through the nursery. Staff share information with other carers, such as, childminders and complete transition documents as children move to school. This means that information is shared between all carers so that children's needs can continue to be supported well.

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

Staff have a good knowledge of effective safeguarding practice and procedures. There are good reporting procedures in place and staff are aware of the authorities to contact should they be concerned about a child's welfare. The manager ensures that all staff attend child protection training and undertake regular discussions at staff meetings to refresh their knowledge. Children are supervised well as staff are well deployed throughout the nursery. The nursery keeps thorough records of accidents and attendance records, which helps staff to protect children and promote their welfare. There are effective processes for selection and safe recruitment of new staff. The manager ensures that suitability checks

are undertaken, working interviews are completed prior to staff taking up their post and references are gained. Staff are supported through inductions, appraisals, staff meetings, peer observations and supervision sessions. Staff have a good understanding of the importance of risk management. Risk assessments are in place and written policies and procedures support good safety practice. For example, staff undertake daily checks of the outdoor areas to identify and minimise any potential hazards before children go out to play.

Staff have a good knowledge of how to support children in their learning and development. Staff role model how to use the resources, play with children at their level, provide a running commentary with younger children and discuss prior learning with older children. The manager and deputy manager do not work in rooms. This means they can observe staff practice throughout the nursery on a daily basis. In addition, the manager monitors teaching and learning, by collating data about children's progress from their development files. This enables the manager to identify any gaps in children's learning and organise appropriate support strategies. This information is passed to staff so that they are aware of gaps in their teaching. Staff then plan activities to support children's needs and develop their skills further. Staff are fully committed to improving their practice and attend training to develop their knowledge further. Staff have recently attended training on safeguarding, caring for two year olds and supporting children with special educational needs. This has a positive impact on children as it motivates staff to regularly review their practice.

Managers and staff are reflective and use self-evaluation well to drive improvement. All actions and recommendations raised at the previous inspection have been addressed. For example, staffing arrangements have been reviewed to ensure children's safety in the absence of a manager. The environment and resources have been developed and self-evaluative practice has been embedded. Observation and planning systems have been developed to meet children's individual needs and the key person system has been reviewed to ensure continuity of care for children at all times. The nursery has undertaken a quality assurance scheme which has helped to identify areas of strength and weakness. The management team have identified priorities they would like to address in the future. These include developing the outside area and further developing partnerships with schools to support the transition process further. Effective partnerships are in place with a range of other professionals. These include, other early years' providers at network meetings, health professionals, community support workers and local authority advisers. Good partnerships are in place with parents. This allows purposeful information about children's needs to be effectively shared between all carers. As a result, children's needs are well supported and they make good progress in their learning and development.

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

Unique reference number	EY418988
Local authority	Rochdale
Inspection number	875651
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	58
Number of children on roll	89
Name of provider	Sunflower Nurseries Limited
Date of previous inspection	09/08/2011
Telephone number	01706 640 340

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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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