

Sunflowers@StAnne's

St. Annes Catholic Primary School, Wellington Road, NANTWICH, Cheshire, CW5 7DA



Inspection date

2 March 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Teaching is good because staff are well trained and focus on supporting children's learning throughout the day. They use their knowledge to plan activities which ensure children make good progress, especially in their communication and mathematical skills and their appreciation of nature. Children are well prepared for the move on to school.
- The forest school environment, where children undertake structured lessons in the woodland, provides children with an inspirational learning environment. It supports all aspects of their learning and helps them grow in confidence and curiosity.
- Children from a very young age develop an excellent understanding of how to keep themselves safe and healthy, and why rules are necessary. The children are happy and self-motivated. The atmosphere is calm and conducive to learning.
- Strong leadership and management ensure the training and development of staff is a priority. The manager continually strives to improve the educational provision and teaching through proactive monitoring of what staff do and child's progress. Identified enhancements are implemented in a coordinated way throughout the nursery.
- All staff, parents and school representatives are included in the evaluation of the nursery's strengths and areas for improvement. This means that plans for enhancement are comprehensive and well thought through.

It is not yet outstanding because:

- When working inside, children are not always encouraged to develop their own ideas about how to manage problems, to maximise their ability to think critically and manage difficulties.
- Links with the school, for children attending the after school club, have not been sufficiently developed to help staff fully understand the next steps in individual children's learning to ensure their development is optimised during their leisure time.

What the setting needs to do to improve further

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

- enhance children's abilities to understand how to manage problems, through discussion and experimentation, for example, by using questions that challenge children to think, and supporting children to develop solutions for themselves
- develop the links with other providers to ensure that relevant information about children's learning and development is regularly shared.

Inspection activities

- The inspector observed activities in the main playrooms and outside play areas.
- The inspector held meetings with the manager of the setting and undertook two joint observations with her.
- The inspector looked at children's assessment records and planning documentation, as well as a selection of policies and children's records.
- The inspector reviewed evidence of the suitability checks and qualifications for staff working with the children.
- The inspector took account of the nursery's self-evaluation and improvement plan.
- The inspector took account of the views of parents spoken to on the day and the nursery's parental survey.

Inspector

Sarah Rhodes

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff actively teach the children throughout the day. Children's concentration and communication skills are well supported because staff talk with them, introduce new words and provide a commentary on what they are doing. Children with English as an additional language are well supported to make connections between their home language and English. Staff use every opportunity to reinforce mathematical language. They actively plan activities which reinforce children's understanding of number. This means even young children have a grasp of how many a number represents as well as the numeral. Staff use questioning to support children to problem solve when inside less often, which means they have fewer opportunities to think through problems for themselves and come up with their own solution. Children are very physically active in the extensive outdoor play spaces. They gain an understanding of nature as they look for signs of spring and practise their construction and design skills as they build dens. Staff also carefully plan to extend the knowledge of the wider world for older babies. They enjoy exploring leaves and twigs as well as the properties of light as they play with torches.

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

Children's emotional well-being is well supported; they are very settled and confident because they have warm relationships with their key person. They are developing their independence as they pour their own drinks or make decisions about their play. Children enjoy freshly prepared meals and develop an understanding of a healthy diet through activities, such as growing vegetables. Children have a very good understanding of how to keep themselves safe and healthy. For example, they understand the rules when playing outside. They know they must not, pick and lick because this may make them ill. Staff praise the children, reinforcing their good behaviour and kindness to their friends.

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

The children benefit from a nursery with a strong management team. The clear emphasis on monitoring the quality of children's learning and the staff teaching means that improvements are constantly implemented. Staff keep excellent records of pre-school children's learning and complete detailed summaries of children's progress on a regular basis. The staff work closely with parents to support children's development and provides them with ideas to extend learning at home. They also work with other professionals, such as the health visitors to ensure the progress checks they produce for children between the ages of two and three years provide useful information. However, for children attending the out of school provision staff do not proactively seek information from the school, about their abilities and how the club can support their learning further. Staff have high levels of training which is constantly extended. Specialist training, such as forest school or health and safety training has a positive affect on staff's ability to provide very good care and education. Staff have a good understanding of what would constitute a safeguarding concern and what they should do about any concern they may have.

Setting details

Unique reference number	EY364866
Local authority	Cheshire East
Inspection number	881228
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	46
Number of children on roll	120
Name of provider	St Anne's Catholic Primary School Governing Body
Date of previous inspection	Not applicable
Telephone number	01270 623333

Sunflowers@StAnne's was registered in 2007. It is run by the Governing Body of St Anne's Catholic Primary School in Nantwich. The nursery employs 19 members of childcare staff and a cook. Of these, 18 hold appropriate early years qualifications; two at level 2, 13 at level 3, one at foundation degree level, one at Honours degree level and one with Early Years Professional status. The nursery opens from Monday to Friday all year round from 7.30am until 6pm. They operate an out of school provision from 7.30am to 9am and 3pm to 6pm during term time and 7.30am to 6pm in the school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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