

The Sunflower Centre

The Sunflower Childrens Centre, Victoria Street, Hyde, SK14 4AA



Inspection date	5 February 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leadership and management are very strong. Managers are committed to improving the lives of children and their families. The robust self-evaluation process involves staff, parents and children. Clear feedback helps ensure that priorities for improvements are clear and concerted.
- The highly qualified senior management team strives to ensure that good teaching is consistent throughout the setting. Staff deployment is effective and helps to ensure that all children receive high levels of support as they play and learn.
- Partnerships with parents are excellent. Parents comment on the support they receive from their key persons and the dedicated staff team. Information about their children's care and learning is shared regularly in a number of different ways. Staff value the contributions parents provide regarding their child's experiences and learning at home.
- The qualified staff team has a secure knowledge of child development and how to promote children's learning. They routinely support and challenge children's key areas of development, so that they make good progress in their learning.
- Children form strong attachments to their key persons. Relationships between staff and babies are very sensitive and care routines are tailored to the needs of individual children. Children's emotional and physical well-being are effectively fostered throughout all age groups.

It is not yet outstanding because:

- At times, some children are not always given opportunities to be totally independent and develop their self-help skills.
- Opportunities for children to experience and enjoy reading materials are not always available.

What the setting needs to do to improve further

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

- extend the opportunities for children to manage their self-help skills and develop their independence even further
- provide more opportunities for children to explore reading materials.

Inspection activities

- The inspector had a tour of the premises, discussed aspects of policies and practice with managers and staff and talked to children.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of the qualifications and suitability of all those connected with the setting.
- The inspector viewed a range of documents, including children's assessment files, health and safety records, relevant policies and procedures and the setting's self-evaluation form.
- The inspector spoke to a small number of parents and viewed testimonials, taking all views into account.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management is good

The leaders and managers have high expectations of how they can help to improve outcomes for children and families. Staff are supported in attending relevant courses and gain additional qualifications to further promote effective outcomes for children. Staff practice is regularly observed and opportunities for professional development are discussed at supervision meetings. Safeguarding is effective. Staff help to ensure that the setting is safe and secure. All staff and students have undergone Disclosure and Barring Service checks and have a first-aid qualification. Effective risk assessments are conducted in all areas, helping to minimise any hazards. Recruitment procedures are robust with managers, ensuring that induction procedures are strictly adhered to. Managers and staff have an excellent understanding of the procedures to follow should they have a concern about a child's welfare.

Quality of teaching, learning and assessment is good

Children make good progress in their learning and development throughout their time in the setting. Children benefit from staff's effective teaching and the stimulating play environment. Children of all abilities, including disabled children and those with special educational needs, are effectively supported by skilled and sensitive staff. Babies have ample space to crawl, climb and move around freely. They enjoy taking part in singing and dancing games. Staff ensure that activities are interactive and inclusive. Toddlers have great fun exploring the water, filling and emptying containers. Staff make learning fun, giving children time to experiment with different tools in the water, such as plastic syringes. Children laugh and take great delight squirting the syringe as they learn about how things work. Pre-school children develop the skills needed in preparation for school. Staff routinely support children in developing their mathematical skills. They provide ample opportunities for children to develop their concentration and extend their listening skills through games.

Personal development, behaviour and welfare are good

Staff are caring and responsive to children's individual needs. Children are excited when they arrive. They are immediately ready to learn in the stimulating and interesting indoor and outdoor areas. Children learn about the needs and feelings of others through sharing, taking turns and helping others. Their behaviour is good. Staff share consistent expectations and act as effective role models. Children are confident, self-motivated and active learners. They happily approach their key persons who offer physical and emotional support at times of need. Children learn to make healthy food choices as they receive nutritionally balanced snacks and meals cooked on the premises. They develop positive attitudes to healthy living from the abundance of indoor and outdoor physical activities.

Outcomes for children are good

Children make good progress relative to their starting points. Funding is used effectively to support children and help close any gaps in their learning and development. Staff help to ensure that all children are well prepared for any changes that occur in their lives, including moving on to school.

Setting details

Unique reference number	EY480405
Local authority	Tameside
Inspection number	985651
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	75
Number of children on roll	104
Name of provider	The Sunflower Childrens Centre Limited
Date of previous inspection	Not applicable
Telephone number	0161 882 9959

The Sunflower Centre was registered in 2014. The setting employs 15 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above, including the manager who holds a relevant degree. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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