

Sunflower @ Cambourne

2 High Street, Great Cambourne, Cambridge, Cambridgeshire, CB23 6BJ



Inspection date

16 February 2016

Previous inspection date

23 August 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Managers and staff provide children with a broad range of interesting learning opportunities that covers all of the areas. They evaluate the quality of the provision effectively to help to ensure that all children make good progress.
- Staff promote children's independence very well. They involve them in practical tasks, such as preparing foods or tidying away. Children are encouraged to do things for themselves and show pride in their achievements.
- Staff provide children with good opportunities to learn about their local community. They go for walks, photograph local buildings and explore wildlife areas. Staff encourage children to talk to each other about their home lives, developing their understanding of similarities and differences between themselves and others.
- Children enjoy their time at the nursery. They are motivated to learn and are eager to take part in the activities. Staff have an enthusiastic approach that engages children and helps them to concentrate and persevere.
- Parents are involved well in their children's learning. They have regular opportunities to speak with their child's key person. They frequently look at and contribute to their children's learning records.

It is not yet outstanding because:

- Opportunities for staff to share their skills and learn from each other are not yet fully developed, in order to widen their knowledge and raise the quality of teaching to the highest level.
- Almost all children have a good understanding of the nursery routines. However, for some younger children, staff do not always make clear what is expected during changes of activities.

What the setting needs to do to improve further

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

- extend opportunities for staff to share their knowledge of best practice to increase consistency across the nursery and raise teaching skills to an outstanding level
- review how the routines of the nursery are explained to younger children, ensuring that they receive clear guidance about what they should do and what to expect.

Inspection activities

- The inspector carried out a joint observation with the manager. The nursery's self-evaluation and the action plan for improvement were discussed.
- The inspector looked at the premises and the resources available to the children indoors and outdoors.
- A meeting was held with the manager and a representative of the owners. A range of documentation was looked at, including staff's suitability and training, some policies and procedures and children's records.
- The inspector discussed safeguarding arrangements and training with staff and the manager.
- Discussions were held with a number of parents and their views and comments were taken into account.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff attend child protection training. They have a secure understanding of the procedures that helps to protect children from abuse or neglect. The new management team has rapidly developed new and existing staff into motivated and competent practitioners. There are high aspirations for the nursery. Managers strive to offer good quality childcare and become a vibrant part of the local community. Highly qualified staff demonstrate impressive teaching skills and are beginning to share their knowledge with their colleagues. Staff are encouraged to attend a wide variety of training opportunities to enhance their skills. Robust monitoring of children's achievements helps to spot those children who are slower to develop key skills. Children benefit from the close links established with schools and other pre-school provisions. Staff share information and help to prepare children effectively for their move on to other settings.

Quality of teaching, learning and assessment is good

Staff have good teaching skills and understand how to promote each child's good progress. Children who speak English as an additional language are supported and valued. Staff learn and display key words and phrases from home and use them to reassure children. Staff support older children's communication and language skills particularly well as, for example, they sound out the initial letters of their names. Children jump up with excitement and pride as they successfully identify their names. Staff show children that they value their early writing attempts. These are displayed or put into learning records for parents to admire. The richly resourced outdoor areas attract children who focus on activities for long periods, for instance, as they help to move compost into a new flower garden. Children have many opportunities to explore colour and texture. Staff encourage young children to handle shaving foam. Older children experiment with powder paints to mix colours. Staff skilfully question them and help them to think about what is happening.

Personal development, behaviour and welfare are good

Staff create a welcoming environment where children feel safe and secure. Young children thrive as staff follow their home routines. They build affectionate bonds with staff and show they feel content. Children of all ages learn about essential hygiene routines and have nutritious meals and snacks. They enjoy healthy activities in the outdoor play areas throughout the day. Staff encourage older children to take part in practical tasks, such as preparing food or putting on outdoor clothing. These help to boost their confidence, build their independence and prepare them for school. Some younger children are not always fully informed about staff's expectations during the necessary changes in their routines, such as preparing for lunch. This occasionally affects their normally good behaviour as they are unclear about what to do.

Outcomes for children are good

Children make good progress in the happy and friendly nursery. They become motivated learners who develop the key skills they need to be ready for school.

Setting details

Unique reference number	EY382126
Local authority	Cambridgeshire
Inspection number	1028632
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 - 5
Total number of places	100
Number of children on roll	68
Name of provider	Cambridge Housing Society Limited
Date of previous inspection	23 August 2013
Telephone number	01954 719440

Sunflower @ Cambourne was registered in 2008. The nursery opens Monday to Friday, all year round with the exception of bank holidays. Sessions are from 8am until 6pm. Children who speak English as an additional language attend the nursery. The nursery employs 12 members of childcare staff. Of these, two have qualifications at level 6, eight at level 3 and one at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

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