

Sunflowers Pebworth

Pebworth First School, Back Lane, Stratford Upon Avon, CV37 8XA



Inspection date

Previous inspection date

25 May 2016

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

- Children's learning and welfare are at the very centre of this friendly and inviting nursery. Staff get to know children extremely well. They find out about children's current interests and incorporate these expertly into planned activities.
- The quality of teaching across the nursery is consistently good. Staff provide a wealth of learning experiences for children, both indoors and outside. As a result, children are motivated, eager to explore and develop a real thirst for learning.
- Staff have developed strong partnerships with parents. Parents speak extremely positively about their children's experiences in the nursery. They comment on the dedication of the staff team, and the effective and regular communication.
- Children form close bonds with caring and affectionate staff. This has a positive impact on their emotional well-being and children are very happy and settled.
- The provider and managers are committed to providing a high-quality provision. Staff evaluate and reflect on every aspect of the care they provide. They consider the views of parents, children and local authority advisers to help drive improvements.
- Children benefit from plenty of uninterrupted time to play, explore and experiment within the nursery environment. Staff play alongside children and skilfully interact with them, extending their learning.

It is not yet outstanding because:

- Information from assessment is not always used to sharpen the focus of plans for individual children's next steps in learning.
- Systems to monitor groups of children's progress are not always precise enough, in order to check that every child achieves to the highest level.

What the setting needs to do to improve further

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

- focus even more sharply on what individual children need to learn next and help children make outstanding progress
- strengthen systems to monitor the progress of groups of children, so that the systems are more accurate and can be used to close any gaps in learning at a faster rate.

Inspection activities

- The inspector observed activities indoors and outside.
- The inspector conducted a joint observation with the one of the nursery managers.
- The inspector looked at children's learning journey progress records and planning documentation. She checked evidence of the suitability of staff working within the setting and a range of other documentation.
- The inspector held a meeting with the provider and both of the nursery managers.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Trisha Turney

Inspection findings

Effectiveness of the leadership and management is good

The leadership and management team is strong. The provider and managers are focused, enthusiastic and proactive in providing good quality care and learning for children. The arrangements for safeguarding are effective. Staff have a good understanding of their child protection responsibilities. Staff regularly attend training and do their own research to develop their understanding of current best practice. Managers track children's progress and are currently looking into new systems, which enable them to analyse assessment data in even more detail. Parents comment that they would highly recommend the nursery to others and describe the level of care provided for children as 'fantastic' and 'marvellous'. Teachers from local schools are invited to visit the children at the nursery before their move to school. This enables staff to build relationships and to share information to benefit children.

Quality of teaching, learning and assessment is good

Most staff are highly qualified and this is reflected in the good quality teaching. Staff know children well and make regular observations and assessments of their learning. Plans are put in place to help children make good progress in all aspects of their learning. Staff are skilful in recognising children's interests and creativity. For example, children show a keen interest in dinosaurs, and staff introduce activities and resources to reflect this theme. Staff encourage children to use junk modelling to make their own dinosaurs and children proudly show off their 'junkosaurus'. Staff help children to make their own dinosaur cave and share books and pictures with children. Children are enthralled as staff engage them in conversation about different types of dinosaurs. Children show an understanding beyond their years as they explain that, 'Herbivores eat plants and carnivores eat meat'.

Personal development, behaviour and welfare are good

Staff have a very kind and gentle approach to all the children in their care. Staff create a warm, family atmosphere within the nursery where children are happy and thrive. Children behave very well. Staff are good role models and teach children to follow simple rules and use good manners. Staff help children to understand how to lead healthy lifestyles. Children enjoy nutritious snacks and have plenty of opportunities for fresh air in the outdoor area. Children develop good physical skills. They learn to pedal, balance and steer a variety of wheeled toys. Staff enthusiastically join children as they sing and do the actions to the 'dinosaur stomp'. Staff help children understand the effect this exercise has on their bodies as they talk about being tired, warm and thirsty.

Outcomes for children are good

All children make good progress in their learning and development. Children are engaged and focused in activities. They develop essential skills for learning, such as, asking questions, solving problems and showing sustained concentration. Early mathematical skills are emerging. Children are beginning to sort, count and identify numbers. Children are taking the first steps towards reading. They find their own name cards as they enter the nursery or sit down for their snack. Children gain a wide range of valuable skills and are very well prepared for their move on to school.

Setting details

Unique reference number	EY476459
Local authority	Worcestershire
Inspection number	985262
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	23
Number of children on roll	18
Name of registered person	Sun Flowers Pre-School Limited
Registered person unique reference number	RP535231
Date of previous inspection	Not applicable
Telephone number	07738707781

Sunflowers Pebworth was registered in 2014. The nursery employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 3. The two managers hold qualified teacher status. The nursery opens from Monday to Friday, during term time only. Sessions are from 9am until midday. The nursery provides funded early education for two-, three- and four-year-old children.

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