

Sunflowers Nursery School

Old School House, Church Lane, Saxilby, LINCOLN, LN1 2PE



Inspection date

7 October 2016

Previous inspection date

12 October 2012

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

- Staff make accurate assessments of children's achievements and use this information to plan challenging activities for each child. The manager monitors children's progress from their starting points to ensure that every child progresses well across all areas of learning.
- Children benefit from a learning environment that is bright, welcoming and thoughtfully presented. They are highly motivated and explore freely during indoor and outdoor play.
- Staff effectively meet the needs of children who have special educational needs or disability and those who speak English as an additional language. Additional support is put in place quickly when required to ensure all children make consistently good progress.
- The key-person system is firmly embedded and used effectively to ensure that all children feel safe and secure in their surroundings.
- Partnerships with parents have a positive impact on children's learning and development. There are good two-way systems for sharing information about children's needs and achievements. Staff keep parents well informed about how their children are developing and give them ideas about how to support their child's learning at home.

It is not yet outstanding because:

- Staff working with toddlers do not consistently use the correct pronunciation of words to ensure children are skilfully supported to develop their communication and language skills.
- The manager does not yet critically evaluate staff's teaching skills enough to develop their practice to an outstanding level.

What the setting needs to do to improve further

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

- promote a more consistent approach to supporting toddlers' developing language and communication skills
- make better use of the programme for professional development and supervision of staff, so that it focuses more specifically on developing staff teaching skills to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She talked to children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the assistant manager and held discussions with the provider and all other members of staff.
- The inspector held a meeting with the provider and assistant manager. She looked at relevant documentation, such as the policies, children's learning journals and registers.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector saw evidence of the qualifications and suitability of all persons working on the premises and other documentation in relation to the safeguarding and welfare requirements.

Inspector

Michelle Drury

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are confident about how to keep children safe from harm and are knowledgeable about the procedures to follow if they have any concerns about a child's welfare. Thorough recruitment procedures help to ensure staff are suitable to work with children. All staff are involved in the evaluation of practice. They are encouraged to discuss areas for development openly and honestly. Furthermore, parents' comments are also gathered. The manager meets with each member of staff to discuss children's progress and welfare. Regular staff meetings focus on quality and improvement, with everyone working together successfully as a team to maintain good standards.

Quality of teaching, learning and assessment is good

Qualified staff provide a good mix of child-initiated and adult-led activities. Overall, children's learning is skilfully extended because staff know the children's needs well. Staff keep a close check on individual children's progress and plan carefully to support their next steps in learning. Babies enjoy the closeness of being cuddled and have good opportunities to explore different types of materials and textures in their play. Older children benefit from a wide range of learning opportunities that encourages their curiosity and imagination. Staff challenge children, promoting their listening and thinking skills. For example, children explore a nearby tyre that has been filled with hidden resources and squeal with delight when they find bugs. Staff play alongside them and question their knowledge, which supports them to investigate and learn about the natural world.

Personal development, behaviour and welfare are good

Children play and explore happily and with confidence. The key-person system is well established and children settle quickly into the setting. Good links with local schools mean that information about children's achievements is shared effectively, promoting continuity of care and learning. Children relish learning outdoors. They regularly go outside for fresh air and use a wide range of good quality equipment. Children develop good coordination skills as they use the equipment provided. They develop a good understanding of healthy foods as they discuss this with staff at mealtimes. Lunchtime is a social occasion where children choose to sit next to their friends. Older children learn to manage their personal hygiene well. Behaviour is good. Staff set clear boundaries and are consistent with their expectations that children treat each other with respect and kindness.

Outcomes for children are good

Children benefit from a wealth of opportunities that supports their all-round development. They make consistently good progress from their starting points. Children socialise well, working cooperatively together through practical activities, such as bathing the setting's tortoise. Early mathematical skills are taught well. Children learn about the vocabulary of shapes, sizes and colours, taking turns in using utensils and equipment. Children are developing good independence and key skills, helping prepare them well for their next steps in learning and eventual move on to school.

Setting details

Unique reference number	EY388910
Local authority	Lincolnshire
Inspection number	1059832
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 - 11
Total number of places	80
Number of children on roll	99
Name of registered person	Sunflower Smile Limited
Registered person unique reference number	RP901709
Date of previous inspection	12 October 2012
Telephone number	01522 702155

Sunflowers Nursery School was registered in 2009. The nursery employs 23 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 3 or above, including three with early years professional status. The nursery opens from Monday to Friday all year round, except for bank holidays and a week over Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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