

# Sunflowers Pre School and Out of School Club



Sunflowers Pre School and Out of School Club, Headland Road, Welford on Avon, Stratford-upon-Avon, Warwickshire, CV37 8ER

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 5 December 2016  |
| Previous inspection date | 27 November 2012 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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

- Robust recruitment and staff performance, training and development procedures ensure the provider and staff are well qualified and knowledgeable. Their teaching and care skills are good. The provider and staff work well together to offer children rich and varied activities and to promote their good health and safety.
- Positive relationships with parents help staff to get to know children and to follow up their interests and needs. Parents comment on how quickly their children settle and how they enjoy attending the pre-school. Parents appreciate the staff's feedback about their children's care, activities and achievements. They welcome the provider's support in accessing other services available to families.
- Children relish opportunities to make and create and to explore different materials. They imaginatively represent their ideas as they build structures out of wooden blocks. Children discover how wet sand can be made into shapes but is difficult to sieve. They excitedly mix oats and glitter to make food that they say will help reindeers to fly.
- Babies and children are happy and settled. The provider and staff reassure and encourage them so children are soon confident to explore their inviting surroundings.

### It is not yet outstanding because:

- Staff do not give parents enough information about their children's next steps for learning to help them to plan together more precisely for children's future learning.
- Staff do not fully develop children's use of language to connect ideas, explain what is happening or might happen next and to recall stories or past experiences.

## What the setting needs to do to improve further

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

- explore additional ways to share children's next steps for learning with parents and to involve them more in planning how these are to be followed up
- create more opportunities for children to use language to connect ideas, explain what is happening or might happen next and to recall stories or their past experiences.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider, who is the manager.
- The inspector held a meeting with the provider. She looked at relevant documentation, including evidence of the suitability and training of staff, and discussed the provider's self-evaluation.
- The inspector spoke to staff and children during the inspection.
- The inspector took account of parents' views from her discussions with them during the inspection and from their written feedback to the provider.

### Inspector

Rachel Wyatt

## Inspection findings

### Effectiveness of the leadership and management is good

The provider and staff evaluate the quality of the provision effectively. The provider's astute analysis of staff's observations, teaching and children's progress has enabled her to successfully address inconsistencies in assessments and gaps in the educational programme. This has led to more precise observations and assessments and more effective teaching of early mathematics and literacy. The provider and staff are embedding an online observation and assessment system to enhance information sharing with parents about children's learning. Good links with local schools ensure children make smooth transitions into full-time education. The provider and staff also complement effectively the learning of school-age children who attend the setting before and after school. Arrangements for safeguarding are effective. The provider and staff attend regular, relevant training and have a sound knowledge of abuse, neglect and local safeguarding procedures.

### Quality of teaching, learning and assessment is good

Key persons know how well children are progressing as a result of their regular and accurate observations and assessments. They use this information to plan varied activities and to provide stimulating resources. These reflect each child's interests, abilities and learning needs and encourage children's active involvement and enjoyment. Staff, in the main, interact well with children, encouraging and praising them so they want to take part and try hard. The provider and staff are currently focusing on improving children's achievement in mathematics. Children competently count and compare numbers and discuss colours, shape and size as they join matching games, play with cars or build with blocks.

### Personal development, behaviour and welfare are good

Children are nurtured and thrive. Their care, dietary and health needs are understood and carefully managed. Children are well nourished, enjoying freshly prepared meals. They grow fruit and vegetables on the allotment. Children relish regular outdoor and active play. They use a range of apparatus and wheeled toys, and staff help babies adeptly to develop balance and control as they learn to walk. Children are well supervised and staff teach them how to keep themselves safe. Children enjoy helping to tidy away toys and are taught how to safely use utensils and equipment. They are well behaved and staff ensure they know what is happening and what is expected of them. Staff promote children's good manners, kindness and turn taking. They encourage children to talk about their families and teach them about the lives and customs of others.

### Outcomes for children are good

Children make good progress and are well prepared for the next stage in their learning at nursery and school. They are keen, confident, imaginative and often resourceful learners. In the main, children communicate well, including those who speak English as an additional language. They confidently count and compare items according to number, colour and shape. Children enjoy stories, songs and rhymes. They link some letters to the sounds they represent and practise early writing skills in different contexts.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY412462  |
| <b>Local authority</b>                           | Warwickshire  |
| <b>Inspection number</b>                         | 1059873   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 0 - 11  |
| <b>Total number of places</b>                    | 32  |
| <b>Number of children on roll</b>                | 82  |
| <b>Name of registered person</b>                 | Sun Flowers Pre-School Limited  |
| <b>Registered person unique reference number</b> | RP535231  |
| <b>Date of previous inspection</b>               | 27 November 2012  |
| <b>Telephone number</b>                          | 01789751003   |

Sunflowers Pre School and Out of School Club registered 2010. The setting employs eight members of childcare staff, including the provider. Of these, six hold appropriate early years qualifications at level 2 or 3. The setting is open from Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 8am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children. There are close links with a children's centre and local schools, including the school where the setting is located.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

