

Sunflowers at Grafton

Sunflowers at Grafton, East Grafton, MARLBOROUGH, Wiltshire, SN8 3DB



Inspection date	2 October 2017
Previous inspection date	20 August 2013

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

- Managers and staff have a good understanding of how children learn. They provide a wide range of stimulating and exciting learning opportunities. All children make good progress from their initial starting points.
- Managers and staff are good role models. They teach children to build secure friendships and to behave well. Children play cooperatively together. They learn to take turns and show respect and tolerance for each other.
- Partnerships with parents are good. Managers and staff share information with parents about children's learning, and how this could be supported at home. Parents comment that they value and appreciate the guidance and support they receive.
- Managers monitor and evaluate the setting regularly, and identify strengths and areas for development. They have addressed the recommendations from the last inspection and maintained their good-quality teaching, to help support children's good outcomes.

It is not yet outstanding because:

- At times, some staff are too enthusiastic to provide answers to questions that they ask before giving children the opportunity to think and find solutions for themselves.
- Occasionally, some aspects of the day are not organised well enough. Children become restless while they wait to engage in meaningful learning experiences of their choosing.

What the setting needs to do to improve further

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

- allow children more time to express their knowledge, think through their ideas and respond to the questions they are asked, to maximise their learning
- review the organisation of some aspects of the day to ensure children are able to engage more quickly in activities of their choosing.

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 sampled a range of documentation, including attendance and accident records; staff suitability checks; the self-assessment information; children's observation, assessment and planning records; and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection, and held meetings with the management team.
- The inspector completed a joint observation with the childcare manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff keep up to date with child protection legislation. They have a good understanding of the procedure to follow should they have any concerns about a child's welfare. Recruitment, vetting and induction procedures are rigorous to help ensure all staff remain suitable for their roles. Managers monitor and track the progress of all children. Any gaps in learning are identified quickly and targeted interventions put in place. Managers support the staff team well. For example, staff attend regular team meetings, appraisals and one-to-one supervisory sessions, to help evaluate the impact of their teaching and children's outcomes. Managers and staff are well qualified and keen to further their professional skills and knowledge. For example, staff have increased their understanding of how to support children's creative thinking and learning through targeted training. Managers work closely with a wide range of other professionals, to help support continuity in care.

Quality of teaching, learning and assessment is good

Staff complete regular observations and assessments of children's learning, to help plan for each individual child's next steps in learning. Overall, staff support children's language skills well. For example, they model new words, such as 'habitat' and 'cocoon' with older children. They help younger children use singular words, such as 'duck' and 'quack'. Staff encourage children to be imaginative in their play. For example, older children put on their pretend space suits and space helmets. They visit the moon, giggling as they hunt for 'shape monsters' and 'space bugs'. Younger children pretend to make cups of tea and talk on the toy telephone. Staff support children's literacy skills well. Older children draw pictures of people who are special to them. Younger children make their own marks with pencils and paint. Children enjoy singing songs and rhymes. They recall favourite stories eagerly and look at books with staff and each other.

Personal development, behaviour and welfare are good

All children form secure emotional attachments with the staff that care for them. Staff teach children to be independent. They encourage even the youngest children to manage tasks for themselves and praise their achievements. Children discuss healthy food groups. They are eager to name the fruit that they eat. Children have regular opportunities to develop their physical skills. Older children take calculated risks as they balance outdoors. Younger children have great fun as they dig and catch balls. Children learn to value the beliefs of others. They learn about cultural and religious festivals, such as Diwali.

Outcomes for children are good

Children are well prepared for the next stage of their learning and the move on to school. They are confident and make good progress in mathematics. For example, older children count, sort, match and measure items. Younger children identify numbers as they build. Children enjoy experimenting with sound. Younger children use instruments to bang, shake and tap. Older children explore how sounds differ using metal objects and rubber.

Setting details

Unique reference number	EY457829
Local authority	Wiltshire
Inspection number	1063271
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 - 4
Total number of places	41
Number of children on roll	59
Name of registered person	Sunflowers at Grafton
Registered person unique reference number	RP532273
Date of previous inspection	20 August 2013
Telephone number	01672810478

Sunflowers at Grafton registered in 2013 and is situated in Marlborough, Wiltshire. The nursery employs 13 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.50am until 6pm. The nursery also provides a breakfast and after-school club. The nursery provides funded early education for two-, three- and four-year-old children.

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