

Sunflower St Peter's

St Peters Childrens Centre, 2 Trafalgar Square, Ashton Under Lyne, OL7 0LL



Inspection date

6 March 2018

Previous inspection date

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff use consistent strategies that successfully help children to understand their feelings and those of others. Children's behaviour is exemplary. They are able to work together to resolve minor conflicts and offer compromise. They are polite and respectful to each other and have excellent levels of self-control for their age.
- Relationships between children and staff are strong. Staff follow children's care routines from home with meticulous detail including children from a range of cultural backgrounds. Methods to share daily information regarding care with parents, including parents who speak English as an additional language are effective.
- Passionate staff work as a team to create a highly stimulating environment, indoors and outside. Children have access to many areas which are well planned and fascinating. Children are excited and eager to play and explore.
- Leaders have a clear vision for the future of the setting. They meet on a regular basis with staff to discuss improvement plans and these are put into place quickly. The whole team are committed to proving the best service they can for children and their families.
- The well-qualified staff complete regular assessments of children's learning. They have a good understanding of what children need to learn next and incorporate learning into play and everyday routines. All children make good progress from their starting points.

It is not yet outstanding because:

- While staff share information about children's progress with parents, strategies to engage all parents in their child's learning at home and in the setting are not always successful.

What the setting needs to do to improve further

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

- develop more effective ways to engage all parents in their children's learning to help them to make even greater progress.

Inspection activities

- The inspector observed the quality of teaching during play and activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector observed a planned activity with the manager and jointly evaluated the teaching.
- The inspector held a number of discussions with the provider, a member of the senior management team and the manager. She also spoke to a speech and language therapist visiting a child, staff and children at appropriate times during the inspection.
- The inspector viewed a range of documents on the day of the inspection. This included, a sample of policies and procedures, children and staff records and she viewed evidence of the suitability of staff working on the premises.
- The inspector spoke to parents on the day of the inspection and took account of their views.

Inspector

Savine Holgate

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure understanding of the setting's child protection policies and procedures and know how to keep children safe. Vigilant staff offer high levels of supervision for children. Managers closely monitor children's accidents and evaluate the causes. This helps to prevent further reoccurrences. Strong links with the local schools have been established and staff work with teachers to help to prepare children for school. For example, staff provide the same programme as local schools to introduce children to early literacy. The manager uses her experience to coach staff and they benefit from regular supervision sessions. Systems for the safe recruitment of staff are implemented and staff's ongoing suitability is checked. High priority is placed on staff training and the manager's monitoring of children's learning also links closely with staff training plans. For example, when staff recognised that children's mathematical development was not as well developed as other areas, staff completed mathematical training. Staff focus strongly on this area of teaching during play, activities and routines.

Quality of teaching, learning and assessment is good

All children are provided with a range of exciting activities. For example, children use craft feathers to make marks in glitter and staff provide numbers and letters for them to copy. This helps them to develop their early writing skills. Staff follow children's interests and interact and extend their understanding of the world. For example, as children play with toy rockets, staff talk to children about astronauts. Children respond and are inquisitive. They ask questions about planets. This helps to promote their communication and language. Staff working with children who have special educational needs and/or disabilities offer good levels of support. They work well on advice offered from other professionals and implement consistent strategies, such as systems to help to develop their speaking skills. This has a positive impact on children's learning.

Personal development, behaviour and welfare are outstanding

Staff provide children with superb levels of praise and encouragement. Children are highly self-motivated, confident and believe in themselves and their abilities. Closely supervised by staff, children help to prepare snack by peeling and safely chopping fruits. Children's voices and opinions are highly respected by staff. Children are confident to make their own choices and decisions at all times. For example, prior to taking photographs of children, staff consult with children to ask for their permission.

Outcomes for children are good

All children, including children for whom the setting receives additional funding make good progress. Children are developing the key skills they need for their move to school. Children recognise numbers and letters and some key words, such as their names. Children who speak English as an additional language learn new English words rapidly. Children make particularly good progress in their personal, social and emotional development. They are self-assured individuals who make friendships easily.

Setting details

Unique reference number	EY494352
Local authority	Tameside
Inspection number	1027659
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	65
Number of children on roll	56
Name of registered person	Sunflower St Peters
Registered person unique reference number	RP534954
Date of previous inspection	Not applicable
Telephone number	0161 641 7376

Sunflower St Peters registered in 2015. The setting offers sessions between 8.30am and 3.15pm, Monday to Friday, term time only. The setting employs eight members of childcare staff. Of these, five hold an early years qualification at level 3 and two at level 2. The setting provides funded early education for two-, three- and four-year-old children.

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