

Sunflower Nursery Cambourne



2 High Street, Great Cambourne, Cambridge, Cambridgeshire CB23 6BJ

Inspection date	5 February 2019
Previous inspection date	16 February 2016

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

Effectiveness of leadership and management	Good	2
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Quality of teaching, learning and assessment	Good	2
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Personal development, behaviour and welfare	Good	2
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Outcomes for children	Good	2
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Summary of key findings for parents

This provision is good

- Children make good progress from their unique starting points. The leadership and management of this nursery are strong. Staff are enthusiastic, happy and well supported in their roles.
- Children are cared for in a safe and clean environment. They get lots of fresh air and exercise, which promotes their good health. For example, children have plenty of fun and enjoy the intriguing and interesting outdoor areas.
- Children have built warm relationships with their key person and all other staff. This is reciprocated by staff who are warm and caring, and who genuinely enjoy spending time with the children they care for.
- Partnerships with parents are effective. Successful strategies enable parents to be involved in their children's learning journey through the nursery. Feedback from parents is positive and they are certain about the good progress their children are making.
- Support for children, particularly those who speak English as an additional language and those with special educational needs and/or disabilities, is good. They make progress in line with expectations. Staff training is focused where it is most needed to ensure staff have the knowledge and skills to meet all children's needs well.
- Information received from other providers, where some children also spend time, is not used effectively enough to promote a consistent learning experience.
- On occasions, some staff interrupt children or want to do routine tasks when children are highly engaged in activities of their choosing. This has an impact on the flow of play and the rich learning opportunities they were enjoying.

What the setting needs to do to improve further

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

- develop the way that information from other providers is used to best promote consistency in the learning and development of children who attend more than one provision
- ensure that staff consistently promote children's highest levels of engagement in activities so that they can make the most of every learning opportunity created.

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 spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the nursery manager and deputy manager.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Anna Davies

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff and management have a very good knowledge of the signs and symptoms of potential child abuse and the procedures to report any concerns they may have about children or staff. Risk assessments are comprehensive and implemented effectively. This means that children are kept safe from harm. Records for the safe management of the nursery are in place, including accident records and a medication administration policy. Staff recruitment is robust and staff have regular supervisions to share information or concerns with management. Staff training is continuous and any new knowledge is shared with all staff for the benefit of the children. For example, mathematics training helps pre-school staff to focus on this area of learning, and sign language training helps staff working with younger children to support their communication and language development. Additional funding is used well, for example, to help parents to support children's learning at home. The manager and staff continuously monitor the quality of the provision, practice and outcomes for children. They understand that early intervention is key and have successful strategies in place.

Quality of teaching, learning and assessment is good

The indoor and outdoor environments for children of all ages are stimulating. This, together with overall good-quality teaching from staff, ensures that children enjoy their learning and are challenged to build on their skills. Assessment is accurate and children's interests and identified next steps in learning are taken into account when planning activities. Babies show curiosity and developing dexterity as they stack wooden rings. They smile as they are greeted in their home language. Older babies begin to say words and can identify pictures on cards. Younger toddlers learn how to make a pretend cup of tea. A member of staff models how to do this step by step and encourages children to think about the risks, for example what to do if the 'tea' is hot. Older toddlers adeptly use new equipment and show increasing control of their small muscles when they use tongs to pick up their snack. Pre-school children demonstrate an astute awareness of letters and sounds, ably matching the sounds made with the written lower case and capital letters. They enjoy making marks in flour and liken it to the recent snowfall.

Personal development, behaviour and welfare are good

Effective systems are in place to promote children's welfare. Nappies are hygienically changed regularly and then according to need. Children enjoy a nutritious range of meals and snacks. Drinks are accessible to all children and this process is managed to ensure good hygiene. Children's dietary requirements are known by all staff and, in practice, these procedures to protect children work well. Children behave well and respond well to staff's reinforcement of positive behaviour. Children of all ages are eager to do things for themselves and staff respect this.

Outcomes for children are good

Children develop a solid foundation of skills and knowledge, in eventual preparation for school. Those with lower starting points on entry to the nursery are supported well to make as much progress as they can. Children are confident, friendly individuals who enjoy their time at nursery.

Setting details

Unique reference number	EY382126
Local authority	Cambridgeshire
Inspection number	10093146
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	59
Number of children on roll	74
Name of registered person	Cambridge Housing Society Limited
Registered person unique reference number	RP517143
Date of previous inspection	16 February 2016
Telephone number	01954 719440

Sunflower Nursery Cambourne registered in 2008. The nursery employs 19 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, eight hold qualifications at level 3, two hold qualifications at level 5, and one holds a qualification at level 6. Six staff are unqualified. The nursery opens Monday to Friday from 8am until 6pm all year round, with the exception of bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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