

My Sunflowers Day Nursery Ltd

Spartans R F C, 79a, Sebert Street, Gloucester GL1 3BS



Inspection date	8 February 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	

Effectiveness of 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

- The manager and staff warmly welcome all children and families, to ensure everyone feels a part of this nursery family. They focus successfully on children's self-esteem and build their confidence from the start. Children thoroughly enjoy attending.
- Staff use observations of children to plan and provide an exciting and inspiring range of activities and experiences. Their skilful teaching means children make good progress from their starting points.
- Staff are good role models. They offer calm and consistent guidance to children who are still learning about turn taking and sharing. Children behave very well. For example, even younger children say 'sorry' after bumping into someone without any prompts from staff.
- Staff form strong partnerships with parents and carers. They provide excellent support to families that meet each child's needs effectively. Parents comment on the welcoming and inviting playrooms staff provide for children to play in. For instance, they say their children notice changes to the colourful displays, photographs and well-organised resources, which are easily accessible.
- The manager and her team are dedicated to providing the best quality nursery experience they can for children. They accurately evaluate the quality of the care and learning offered to make ongoing improvements. For example, they have developed the outdoor garden to provide more learning opportunities for all ages of children.
- Occasionally, staff in the pre-school room miss opportunities to encourage children to stay at self-chosen activities to support further their learning and development.
- At times, staff working with younger children miss some chances to support children's developing language and communication skills further.
- Opportunities for parents to share information about their child's next steps, to help them build on what their child is learning at nursery, are not always fully promoted.

What the setting needs to do to improve further

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

- help pre-school children to engage and concentrate on activities of their choosing for longer periods, to support and extend their learning and development as well as possible
- review and provide better opportunities for younger children to listen and develop their language and concentrate more effectively during activities, to extend their learning further
- explore ways of involving parents more fully in building on what their child is learning at nursery, for example, by raising awareness of activities for parents, to help to extend their child's learning at home.

Inspection activities

- The inspector observed activities and staff interactions with children playing and learning indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the deputy manager.
- The inspector reviewed a range of documentation, including samples of policies and procedures, children's records and evidence of staff suitability.
- The inspector spoke with children, parents and staff at appropriate times and took account of their views.
- The inspector held discussions with the owner, who is also the manager, about future development plans, safeguarding and risk assessment.

Inspector

Jan Harvey

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. There are robust procedures when recruiting and vetting staff, to ensure they are suitable to work with children. Risk assessments are carried out daily, to help keep children safe. Staff benefit from regular training that ensures they have a good understanding of the most current procedures for safeguarding, to protect children from harm. Staff know the local child protection procedures, what to do in the event of an allegation and the evacuation plan. The manager completes detailed monitoring of children's learning, to help identify any gaps in their progress. Additional funding is well used, to improve outcomes for children. Staff's ongoing commitment to training means they have good opportunities to develop their knowledge and skills to help improve outcomes for children. For example, the manager is supporting two staff to gain degree level qualifications.

Quality of teaching, learning and assessment is good

Staff use effective teaching techniques to encourage children to learn as they play. For example, staff working with younger children model positive play. They encourage children to persevere as they help toddlers build a train track and use programmable toys with success. They encourage pre-school children to engage in conversations, ask questions and suggest ideas. Children have good opportunities to experience nature and to learn through first-hand investigations. For example, children enjoy watching the nursery's giant land snail move, sleep and eat and attempt to draw it. Staff provide good opportunities to develop children's physical skills. For instance, children delight in succeeding to put on their own waterproof poncho and boots to play outdoors in the rain. They run around enthusiastically, looking for the deepest puddle to ride a car through so they can see the tracks. Staff draw children's attention to containers filling up with rain and encourage them to notice if it is easier to dig in wet or dry sand.

Personal development, behaviour and welfare are good

Children benefit from a nurturing environment and a strong key-person system. All children, including those who speak English as an additional language, clearly communicate their wants and needs. Staff manage children's behaviour well. They speak to children in a polite manner and use skilful questions to help them to resolve any problems between them. Staff talk about the importance of safety and allow children to take supervised risks in their play. For example, children learn to manipulate a knife and scissors and balance, climb and use wheeled toys. Children learn about the importance of a healthy lifestyle. They eat nutritious snacks and follow good hygiene routines.

Outcomes for children are good

Children display a positive attitude to their learning and develop the skills they need for the future, including starting school. For example, older children listen attentively to stories and join in with familiar songs and nursery rhymes. Younger children enjoy looking at books and pointing to familiar objects. Children learn to follow simple instructions and help keep the play areas free from clutter as they willingly tidy away toys. Children manage their own personal needs with growing independence.

Setting details

Unique reference number	EY541161
Local authority	Gloucestershire
Inspection number	10089506
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	32
Number of children on roll	43
Name of registered person	My Sunflowers Day Nursery Ltd
Registered person unique reference number	RP541160
Date of previous inspection	Not applicable
Telephone number	01452 699150

My Sunflowers Day Nursery Ltd registered in November 2016. It operates in Gloucester city centre. The nursery is open Monday to Friday, 7.30am to 6pm, except one week at Christmas. The nursery employs eight members of staff who work with the children. Seven of the eight staff have relevant childcare qualifications at level 3 or 2. The owner, who is also the manager, has a relevant childcare qualification at level 3. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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