

The Sunflower Centre

The Sunflower Childrens Centre, Victoria Street, Hyde SK14 4AA



Inspection date	30 April 2019
Previous inspection date	5 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
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 practitioners are ambitious for the well-being and achievement of the children. Relationships between practitioners, parents and children are a particular strength of the nursery and the key-person system is highly effective. Children demonstrate that they feel secure and happy.
- Practitioners invite parents to take part in nursery events. This helps parents to feel welcome. For example, parents came for afternoon tea to celebrate Mother's Day. Parents praise the patient, approachable practitioners. They feel well informed about children's progress and daily care.
- Managers evaluate the provision and plan improvements. They implement consistent systems for supervising and training the well-qualified team. Practitioners benefit from coaching and training that helps them to continuously improve their professional skills and knowledge.
- Children often count and use numbers during activities and routines. However, practitioners sometimes do not plan number and counting activities precisely enough to challenge children to the highest level.
- Practitioners know children well. They set out toys and resources that match children's interests. However, on occasion, adult-led activities do not maintain two-year-old children's attention well enough.

What the setting needs to do to improve further

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

- sharpen the teaching of numbers and counting, so that every child is challenged to the highest level and makes rapid progress
- improve the planning for adult-led activities, so that they promote children's deepest involvement and thinking.

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 practitioners and children during the inspection. She spoke to parents and took account of their views.
- The inspector had a tour of the nursery with the nursery manager. She completed a joint observation with the nursery manager.
- The inspector held a meeting with the provider, the operations director and the nursery manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.

Inspector

Susan King

Inspection findings

Effectiveness of leadership and management is good

Partnerships with other professionals are strong. Practitioners demonstrate this when they lead and participate in multi-agency meetings for children with special educational needs and/or disabilities (SEND). They skilfully incorporate advice from specialist professionals into the activity plans for individual children. Safeguarding is effective. Managers train practitioners to implement the nursery's safeguarding policy and to follow local procedures for child protection. Practitioners know what to do if they are concerned that a child is at risk of abuse or neglect. Managers plan and implement changes that broaden children's experience and help to extend their knowledge. For example, they introduced forest school sessions for pre-school children.

Quality of teaching, learning and assessment is good

Practitioners make accurate assessments of children's attainment. They differentiate their teaching to take account of what individual children are ready to learn next. For instance, children take part in an activity about zoo animals. Practitioners teach younger children the names of the animals. This helps to expand their vocabulary. Practitioners engage older children in conversations about the zoo and what the animals eat. This helps to extend children's communication skills and they learn more about the world. Practitioners promote children's early literacy effectively. This is exemplified when pre-school children bring favourite books and eagerly ask practitioners to read to them.

Personal development, behaviour and welfare are good

Practitioners are kind and caring role models. Children copy them and learn to respect and help other people. Practitioners follow procedures that help to promote children's welfare. For example, they know which children have allergies to particular foods and cater safely for them. Practitioners plan activities that promote children's confidence. For example, pre-school children join in enthusiastically with familiar ring games. Children begin to understand aspects of food production. For instance, toddlers plant sweet peppers that they will harvest and eat. Children learn to make choices that contribute to their good health. For example, they know that they must use sun cream and wear a hat when the weather is hot.

Outcomes for children are good

Children, including those with SEND, make good progress from their starting points. They acquire the skills, knowledge and attitudes to learning that prepare them well to start school. Children behave well. They develop self-control relative to their age and stage of development. Children have favourite stories and know that printed words carry meaning. Pre-school children recognise and begin to write their name. Children of all ages know the words and actions to songs and rhymes. For example, two-year-old children join in with a counting song about toy animals that fall out of bed one by one. Children become independent. For example, pre-school children pour their own drinks and follow a self-service routine at lunchtime.

Setting details

Unique reference number	EY480405
Local authority	Tameside
Inspection number	10076219
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 - 5
Total number of places	75
Number of children on roll	135
Name of registered person	The Sunflower Childrens Centre Limited
Registered person unique reference number	RP533883
Date of previous inspection	5 February 2016
Telephone number	0161 882 9959

The Sunflower Centre registered in 2014. The nursery employs 20 members of childcare staff. Of these, two practitioners hold qualifications at level 4, eight practitioners hold qualifications at level 3 and five hold qualifications at level 2. One member of staff holds early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. In addition, the nursery provides care for children of nursery age who attend school.

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