

Sunflowers Nurseries Limited

Chapelfield House, Platting Lane, Rochdale, Lancashire OL11 2HD



Inspection date	16 July 2019
Previous inspection date	6 January 2015

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

- Staff provide an inclusive environment where all children are valued and respected. Children with special educational needs and/or disabilities are supported well. Staff work closely with parents and other professionals to identify and support children's individual needs. For example, children who require further support benefit from a higher adult-to-child ratio. This helps to ensure their individual needs are met.
- The manager, who is designated to take lead responsibility for safeguarding, has completed a wealth of child protection training relevant to this role. This has helped to support the development of the detailed safeguarding policies, which are implemented well by all staff.
- Partnerships with parents are good, overall. Staff build positive relationships with parents and support children's home learning well. For example, staff have recently introduced a soft toy, the 'maths monkey'. Children enjoy taking this activity home to support simple early mathematics tasks.
- Staff promote children's early literacy skills well. Children enjoy taking part in group activities to explore sound and rhyme. For example, children learn to identify rhyming pairs such as 'coat' and 'goat'.
- Leaders have recently introduced new systems which are aimed at raising the consistency of the quality of teaching. This is not yet fully embedded to help raise the quality of teaching to a consistently high level.
- Self-evaluation systems are good. However, parents are not consistently encouraged to contribute to the process and to share their views, to help improve the quality of the provision even further.

What the setting needs to do to improve further

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

- continue to embed the new system for monitoring the quality of teaching even further, to help promote the quality to a consistently high level
- seek additional ways to incorporate the views of all parents in the self-evaluation process, to raise the quality of the provision even further.

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 completed a joint observation with the manager.
- The inspector spoke with children, staff and parents at convenient times during the inspection.
- The inspector held a meeting with the provider and the management team. She looked at relevant documentation, such as children's development records, a sample of policies and procedures and evidence of the suitability of staff.
- The inspector explored the arrangements for safeguarding children, including any records and incidents the setting held.

Inspector

Lauren Blythe

Inspection findings

Effectiveness of leadership and management is good

Managers and staff monitor the progress of individual children and specific groups, to help narrow any gaps in their learning. Managers use additional funding well. For example, they used funding to provide a stimulating sensory area and sensory play sessions. This has helped to close gaps in individual children's learning. The manager provides staff with regular supervisory sessions and gives feedback on their practice. Overall, this helps to support staff development well. The arrangements for safeguarding are effective. The manager ensures that staff are well trained in child protection procedures. They have a sound understanding of the action to take should they have any concerns about a child's safety and welfare. Additionally, managers of the setting are aware of how to respond to an allegation against a member of staff. Staff complete regular risk assessments to help keep children safe. For example, they count the number of children as they go to and from outdoor play. This helps to ensure that children are accounted for at all times.

Quality of teaching, learning and assessment is good

The quality of teaching is good and at times it is better than good. Staff know children very well. They seek comprehensive information from parents when children first start, such as children's likes and dislikes, to inform their initial planning. Staff make accurate assessments of children's progress and use children's interests to help them plan for future learning experiences. Children develop good early mathematical skills. Staff help to support children's understanding of quantity and subtraction. For instance, five children stand up to represent quantity as they sing number songs. They learn to count down from five and sit down at the appropriate time. Children use their imaginations and act out their own experiences within their play. For example, children pretend to care for baby dolls and sit them down to pretend to feed them a yoghurt.

Personal development, behaviour and welfare are good

Staff act as good role models and children behave well. Staff provide children with clear and consistent boundaries so that they know what is expected of them. Children develop good levels of independence. For example, older children serve their own food at lunchtime. Children benefit from regular outdoor play, which they can access freely, with appropriate supervision. They develop good physical skills. For example, children learn to skilfully balance along wooden planks at a safe height. This helps children to develop the confidence to take safe risks. Children are excited as they find a caterpillar outdoors. Staff extend children's learning well. They explore a story about a hungry caterpillar with the children. Children learn about growth and change. For example, they know that the caterpillar will change into a butterfly.

Outcomes for children are good

Children develop the key skills that help to prepare them for their next stage in learning, including the move to school. They have regular opportunities to develop their small-muscle and early writing skills. Toddlers complete 'finger gym' sessions where they manipulate dough in a number of ways, such as poking, squeezing and rolling. Older children learn to write their names and copy letters from simple words.

Setting details

Unique reference number	EY418988
Local authority	Rochdale
Inspection number	10061166
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	1 - 4
Total number of places	63
Number of children on roll	78
Name of registered person	Sunflower Nurseries Limited
Registered person unique reference number	RP530244
Date of previous inspection	6 January 2015
Telephone number	01706 640 340

Sunflower Nurseries Limited registered in 2011. The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and one holds level 2. The nursery opens from Monday to Friday, during term time only. Sessions are from 8am until 5.30pm. The nursery receives funding for the provision of early education for two-, three- and four-year-old children.

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