

The Sunflowers Day Nursery

Inspection report for early years provision

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Inspector Anne Archer

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Email
Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

The Sunflowers Day Nursery was re-registered in 2010. It opened in 2006 and is one of five nurseries privately owned by The Laurels Nursery Group Limited. The nursery operates from purpose built premises situated on the Bowden Business Village on the outskirts of Market Harborough in Leicestershire. There are five rooms with associated facilities and an outdoor play area.

The nursery is registered on the Early Years Register and may care for up to 71 children in the early years age group at any one time including no more than 36 children under two years. There are currently 104 children on roll who attend for a variety of sessions. There are 34 three and four year olds in receipt of funded nursery education. Children attend from a wide area.

The nursery employs 15 childcare staff, 13 of whom hold relevant early years qualifications. In addition, the nursery employs a cook and has a contract cleaning company to clean the nursery daily out of hours.

The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children at the nursery make good progress in their play and learning and their care and welfare is promoted well. Safeguarding systems are excellent and as are partnerships with parents. Although, some staff are quite new to the setting, they know the children well and manage their individual needs comprehensibly. The senior management team are fully aware of the nursery's strengths and the areas that require development and are taking appropriate steps to bring about improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the system for ensuring staff involvement in the nursery's ongoing self evaluation to ensure a shared understanding of areas for development to improve the quality of the provision for all children
- develop further the system for sharing information with other providers of the Early Years Foundation Stage to ensure continuity of care and learning for those children attending more than one early years setting
- support and develop staff's interaction with children to encourage critical thinking and provide challenge for individual children throughout the day.

The effectiveness of leadership and management of the early years provision

Children's welfare is very effectively safeguarded because adults working at the nursery at all levels have a very good understanding of their roles and responsibilities in relation to child protection and keeping children safe. Their knowledge and understanding of potential concerns and how to respond to them depending on their role is commendable. Policies and procedures are reviewed and updated periodically or when practices change and cascaded to staff to ensure the safeguarding and welfare of children. Robust recruitment and induction processes ensure that staff are suitable to work with children and there are secure systems for the collection of children by appropriate adults.

Management conduct risk assessments on all areas of the nursery and equipment that children may come into contact with and update them appropriately. Action plans are devised and implemented to reduce the risk of any potential hazard. Staff help children to keep themselves safe by, for instance, teaching them to use tools and equipment properly. Staff take effective steps to promote children's good health and wellbeing and clear procedures are in place to prevent the spread of infection and care for children if they become unwell.

The effectiveness with which the nursery promotes equality and diversity is good. Management has identified areas for development within the new staff team and has introduced strategies to overcome them to better support children's progress in all areas of learning. Behaviour management and team working is good ensuring that children behave well, are considerate to their young friends and develop useful social skills for the future.

The effectiveness of the nursery's engagement with parents and carers is outstanding. Relationships are very positive enabling staff to be fully aware of children's individual needs. Parents are regularly asked their views through questionnaires and the parent voice forms, as well as, at face to face meetings. Swift action is taken to respond to any concerns a parent may share and their comments are taken into account when important decisions are being made. Parents are kept well informed about their children's achievements, wellbeing and development both verbally and in writing and there are regular parent evenings and open days for those parents who do not come into the nursery to bring or collect their child regularly to ensure they feel part of their child's nursery life. A recent Science day was very well supported.

Partnerships with other providers of the Early Years Foundation Stage are less well developed partly due to the distances that some children travel to attend their day care settings. Links with school reception staff are in place and functioning and management has introduced a system to establish better links with other early years providers to ensure continuity of care and learning but this has not yet achieved the desired results.

The nursery's capacity to maintain continuous improvement is good. A self evaluation recently completed by management accurately highlights the nursery's

strengths and areas for development. They have a clear vision of how they want the nursery to develop. Other staff have had no input into the self evaluation so new staff, particularly, are not at the moment able to fully share in and contribute to the management's ambitions for the future.

The nursery accommodation is suitable for purpose and management strive to maintain a stimulating environment for the children to make progress. For instance, recent additions include an IT suite and an outdoor investigation area. Resources are suitable, safe and plentiful and new staff are being supported in their use to enable each child to make progress across all areas of learning.

The quality and standards of the early years provision and outcomes for children

Children of all ages appear settled, content and willing to take part in activities at the nursery and they make good progress in their learning. Children of all ages are able to make choices about the activities they participate in and planned activities reflect their interests and learning needs. Staff record their observations of children at play and use this information to assess their next steps in learning across the six areas. Planning, although, updated weekly, is flexible which enables staff to quickly support a child's new interest or learning need.

Except for the very youngest, children know about safety and health routines within the nursery and are beginning to understand why they should, for instance, wash and dry their hands before eating. Babies experience having their hands and faces wiped before and after being given finger food and are corrected if they attempt to do anything which may be unsafe, such as, crawl to or sit in front of a door. Children enjoy the attention of adults and show by their behaviour and mannerisms that they feel safe in their care.

Children show by their actions that they understand nursery rules and boundaries and they behave well as staff have a consistent approach to noticing and managing unwanted behaviour. Children develop skills for the future as they make good progress in communicating, literacy, numeracy and skills linked to communication technology. Pre-school children have developed their IT skills in several ways since the opening of the IT suite. They confidently use the mouse when playing educational computer games and a range of programmable toys and enjoy sharing their skills with friends and adults.

Over two year olds enjoy singing familiar songs and rhymes often taking turns to choose what they would like to sing next. All ages listen avidly to stories with older children joining in or anticipating what comes next. They enjoy planting seeds and helping staff to water them so that they grow and have discussions about the bugs they collect during their outdoor expeditions.

Nursery staff encourage parents to come in and talk to children about a skill or an interest they have which supports their learning about the world in which they live. Under two year olds are learning early skills to support their future development and learning and show a keen interest in their surroundings.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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