

Sunflower Children's Centre

Inspection report for early years provision

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Inspection date	29/06/2010
Inspector	Tara Street
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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Sunflower Children's Centre is privately owned and managed. It opened in 2002 and operates from a purpose-built, single-storey building in the grounds of Charnock Primary School in Sheffield. Children have access to a secure enclosed outdoor play area. A maximum of 73 children aged under eight years may attend the setting at any one time. The centre currently takes children from three months and also offers care to children aged eight years to 11 years. The centre is open Monday to Friday from 7.30am to 6.30pm, offering nursery, out of school and holiday care.

There are currently 220 children on roll. Of these 199 are under eight years and of these 169 are within the Early Years Foundation Stage. Of these, 70 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities, and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 26 members of staff, including the manager, who work directly with the children. Of these, one has achieved Early Years Professional Status, one is working towards the Early Years Foundation Degree, 14 hold a level 3 qualification in early years and five hold a level 2 qualification, of which all are currently working towards a level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Sunflower Children's Centre provides a very happy and welcoming environment where children's safety is given the highest priority. Excellent communication systems with parents and other professionals ensure children's needs are understood and met. Children learn through the wide variety of interesting play opportunities provided and make very good progress in all areas of their development. Efficient organisation ensures the centre runs smoothly and that arrangements to safeguard children are robust. The centre management shows a high commitment to maintaining continuous improvement and has a clear vision for the future.

What steps need to be taken to improve provision further?

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

- ensure parental signatures are consistently gained on accident and medication records to show that parents have been informed of any treatment and/or medication given
- develop the use of local resources to further enhance children's understanding of the world around them
- provide a wider range of signs, symbols and pictures around the outside area which reflect language and literacy, problem solving, reasoning and

numeracy.

The effectiveness of leadership and management of the early years provision

Effective organisation and a thorough commitment to providing a high-quality service underpin the successful leadership and management of the centre. The senior team have a very clear understanding of their roles and responsibilities, and ensure that robust steps are taken to safeguard children. For example, recruitment and vetting procedures for all of the adults who work with the children are thorough and are completed promptly. Most records required for the safe and efficient management of the provision are very well maintained. However, parental signatures are not consistently obtained on children's accident and medication records to show that parents have been informed of any treatment given to children. Risk assessments are comprehensive and any identified hazards are dealt with promptly. Staff's awareness of safeguarding issues is raised through induction and training, so that they are well prepared to deal with any concerns in the future. A detailed equality and diversity policy outlines a commitment to promoting inclusive practice at the centre, ensuring all children can achieve well regardless of their background. Effective staff deployment provides good support for children's welfare and development. Staff help children develop a positive attitude towards people's differences by providing a good range of resources that reflect diversity and by setting a good example of how to respect everyone.

Managers and staff have excellent systems to ensure they work collaboratively with other agencies and parents to provide support for children, including those children with special educational needs and/or disabilities, and those who speak English as an additional language, so that their progress is assured. Parents speak very positively about the centre, their children's happiness and the friendly relationships they enjoy with staff. They welcome the useful information that is shared with them on a daily basis and the sensitive way in which children's transfer between rooms is conducted. Children clearly benefit from the excellent support and friendly relationships with the staff and from having consistency of carers to meet their needs. Management and staff implement very effective ongoing self-evaluation systems. They reflect and evaluate all aspects of the setting to prioritise plans for the future. These are well considered and show a very good capacity for continued improvement.

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

Children are very happy and settled in the centre. Babies show a real sense of security as they respond warmly to their key person and enjoy the one-to-one attention they receive. Older children rapidly develop confidence, so that they explore their environments with ease and are eager to try new experiences. For example, young children show delight as they explore the ball pool. Older children develop their powers of concentration and work determinedly to complete large puzzles. Staff work closely with the children; by using their very good knowledge

of the Early Years Foundation Stage, they effectively promote all aspects of children's learning and well-being. For example, adults play alongside children in the creative area, talking with them and drawing out their learning. Planning is securely based on the children's interests and achievements, and helps to guide staff in their delivery of the curriculum.

Children's creativity is celebrated as their artwork is displayed throughout the setting. Children clearly love to sing and dance, and respond to different types of music from an early age. Their knowledge and understanding of the world around them is promoted through daily play resources and their involvement in a good range of activities, which look at different celebrations and cultures from around the world. However, local resources and use of visitors in the nursery are not fully utilised to further enhance children's understanding of their community and the locality. An understanding of numbers is developed through the simple counting of objects, and older children recognise and repeat patterns with building blocks as they play. They have good opportunities to recognise numbers and learn simple calculation through songs and rhymes. However, due to the limited range of signs, symbols and pictures in the outside play area which reflect aspects of language and literacy, problem solving, reasoning and numeracy, opportunities to further promote children's learning are not maximised. Children's information and communication technology skills are effectively promoted as they experience a good range of opportunities to access resources such as a compact disc player, computer and other battery operated and programmable toys. Children develop good listening skills that enable them to take turns in discussion and express their opinions clearly. Such skills ensure they are well prepared for future success.

Children show a strong sense of security and belonging in the centre. Young children respond excitedly to the familiar faces of the staff and readily seek out adults for comfort and reassurance when they are upset or tired. Older children show a very good understanding of the expectations of their behaviour and comply willingly with the boundaries that are in place. Children enjoy an exceptional range of opportunities to play actively and to be out in the fresh air. The large building blocks and balance equipment are sufficiently challenging, and the choice of wheeled toys, balls, hoops and the sensory garden area ensures there is something to suit all ages. Freshly prepared meals and snacks provide children with an excellent variety of healthy foods that include lots of fresh fruits and vegetables. Staff support children's ongoing good health by maintaining excellent standards of hygiene at all times.

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

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	2
The extent to which children adopt healthy lifestyles	1
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met