

Sunflower Seed

Inspection report for early years provision

Unique reference number EY257620
Inspection date 08/12/2011
Inspector Anna Davies

Setting address Northborough School, Church Street, NORTHBOROUGH,
Peterborough, PE6 9BN
Telephone number 01733 253685
Email
Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Sunflower Seed Pre-School opened in 1980, is run by a management committee and operates from a mobile classroom in the grounds of Northborough Primary School in Peterborough. The setting has the use of two classrooms, plus a kitchen, office, entrance area and toilet facilities. Children have access to an enclosed outdoor play area. The setting provides a pre-school and before and after school club from 8am until 6pm on weekdays, during term times. A holiday club is also provided for children aged between two and a half and 11 years during all school holidays, when there is a demand.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 36 children between two and eight years of age. There are currently 87 children on roll, 45 of whom are in the early years age range. The setting supports children for whom English is an additional language.

The setting employs seven staff members. The manager holds an appropriate Level 4 qualification and five other staff hold appropriate Level 3 qualifications. The remaining member of staff holds a Level 2 qualification. The setting is a member of the Pre-School Learning Alliance and provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This setting provides an inclusive service to children, which means their welfare and development needs are effectively met and they make good progress in their learning. Their safety and security is promoted well and as a result, even very new children settle quickly and demonstrate that they feel secure. Positive relationships have formed with parents and clear policies, procedures and records are in place and used effectively to safeguard children's health and welfare. Resources are well deployed enabling children to be active and independent learners. The newly established management team are dedicated and have a clear vision for the development of the provision. Accurate and effective systems of self evaluation ensure the setting has good capacity to improve.

What steps need to be taken to improve provision further?

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

- strengthen the links between planning and assessment systems to clearly show how children's individual next steps are to be planned for, offering sufficient challenge and to maximise their learning
- develop the range of information gathered from parents when children start to give a clearer indication of their starting points and key interests

- develop further the partnerships with other providers of the Early Years Foundation Stage in order to fully support children's ongoing learning and development.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a clear understanding of their responsibilities to safeguard and protect children from harm and abuse. Effective recruitment and induction procedures ensure those working with children are suitable to do so and fully understand their roles within the setting. A system of regular appraisals has now been implemented to ensure that staff performance is monitored and training needs identified. Staff are well deployed and work effectively as a team. Good quality risk assessments ensure that potential risks to children's safety are identified and minimised. For example, the kitchen door handle has been moved higher so that it is out of children's reach. This prevents them from entering this area potentially unsupervised.

Staff promote inclusion effectively. They have a good knowledge of individual children and their needs. Although the setting does not currently care for any children with special educational needs and/or disabilities, there are good systems in place to be able to provide effective support when necessary. Children who speak English as an additional language have suitable opportunities to use their home language and get good support as they develop their use of English. The setting is bright, welcoming and well-resourced. Good use of the outdoor area enhances the provision across the two main rooms used by children. Clear plans are in place to enhance outdoor learning opportunities through the re-development of the 'secret garden' area.

The setting liaises well with other settings that children also attend. However, these partnerships can be further extended. For example, information regarding children's next steps in learning are not shared so that staff can fully support children's learning. The setting has a very positive relationship with its host school which gives children many opportunities to visit and share activities before they make the transition there. Required information from parents prior to children starting at the setting is gained, for example, emergency contact details and consents. However, less information is gathered about children's starting points and key interests to help staff best settle and engage new children and to enhance initial assessment procedures. Parents comment on the positive settling in process and the trusting relationships they have built with staff. Regular parent's evenings and access to children's records ensure parents are well informed about their child's progress.

The relatively new management team have a committed and shared vision for the future of the provision. Since beginning in their posts they have prioritised and addressed areas that required immediate attention and have formulated and used clear action plans detailing well-targeted areas for improvement. They have visited other settings and from these visits have implemented new ideas such as an enhanced story corner and are in the process of implementing others. This

demonstrates a good capacity to improve. Self evaluation is realistic, incorporating both staffs' views as well as feedback from parents, showing the setting is responsive to the needs of its users.

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

The setting implements an effective key person system where new children can be seen to be developing a genuine bond with them. Children are making good progress in their learning and development. Staff interaction is positive and successfully aids learning. For example, as the group share 'The Christmas Story' a member of staff introduces new vocabulary, such as, 'Inn' and 'manger' and explains what the words mean. Open-ended questions such as 'Who do you think might like the hay?' promote discussion about the pictures that children enjoy looking at in books. Staff enthusiastically join in children's play, spontaneously creating fun games, for example, as the children try to guess the animal the member of staff has just created with playdough.

Observation, planning and assessment systems are established and continue to evolve and develop. The manager has identified that staff need to be more secure in the identification and use of children's next steps of learning and how these link to the planned activities. Although, this causes some missed opportunities to effectively challenge children's learning during activities, for the most part, staff use their good knowledge of children's abilities and needs to promote learning well.

Children are happy and settled at the setting. They gain independence as they help to cut their own cheese and cucumber at snack time and pour their own drinks. They work well together, for example, using their imagination to develop play ideas. Children have good opportunities to mark-make and write for purpose and enjoy stories that promote their understanding of the world around them. Staff listen to children and encourage discussion which enables them the opportunity to use and develop their growing language skills. Children solve problems as they complete puzzles or work out what number comes after another with reference to the days date. Numbers are visible in the environment which stimulates recognition. For example, the children have been counting down 'how many sleeps until Santa'. Children enjoy a good range of equipment and resources promoting their information technology skills, such as, a computer, digital games and electronic resources. Trips out into the local community, as well as visitors into the setting ensure that children learn about their local communities and the people and amenities within it. They are curious about how things work, such as, a syringe in the water tray and persevere as they successfully draw water up before expelling it. All of these activities lay secure foundations to support children's future economic well-being.

Children benefit from lots of fresh air and exercise which promotes their good health and physical development. They challenge their physical skills, for example, as they bring their sit and ride toys to a stop after riding down the long ramp or

use their increasing coordination skills to negotiate climbing over the top of the frame. Children have good opportunities to express their creativity through a range of arts and craft, role play and musical activities.

Staff and children understand and put into practice good hygiene routines. Staff comment that they have heard children reminding others to wash their hands after blowing their nose in order to 'wash the germs off'. A fruit bowl and fresh water are accessible to children throughout the day. Additional snacks offered are plentiful and healthy. Children share either a hot lunch provided by the school or a packed lunch from home. Care plans and displays in the kitchen ensure that children's needs regarding allergies or long term medication requirements are clearly illustrated and understood. Children behave well. This is in response to frequent praise, good levels of staff support and interaction, as well as the stimulating range of indoor and outdoor activities on offer. Children learn about safety as they are reminded not to climb on furniture in case they fall and to walk when inside. Road safety is promoted whilst out on local walks and through role play.

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	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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