

# Sunflower Children's Centre

21 Carter Hall Road, SHEFFIELD, S12 3HS

<b>Inspection date</b>	07/02/2014
Previous inspection date	29/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff provide an imaginative range of activities based on children's interests and suggestions. This results in children being interested and motivated in their learning and they make good progress.
- Parents are kept well informed about their child's progress through regular meetings with key persons. They are encouraged to share information about their child's learning and development at home, which contributes to the learning assessments.
- There are robust policies and procedures in place with staff being fully aware of their roles and responsibilities helping children to keep safe.
- An effective programme of professional development, through appraisals, regular supervisions and peer observations, help staff to improve their knowledge, understanding and practice.
- Staff have created a warm and welcoming environment for the children, which helps them to feel settled and secure.

### It is not yet outstanding because

- There is scope to enhance the systems to monitor and track groups of children to ensure that all children achieve at the highest levels.
- The effective key person system supports close relationships with children and families, although there is scope to enhance this through developing a buddy system to support continuity of care if the key person is not present.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector undertook a tour of the nursery with the manager, including the outdoor environment.
- The inspector observed children's activities throughout the nursery.
- The inspector spoke with the owner, manager and staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector looked at the nursery policies and procedures and documentation relating to the children's development.
- The inspector looked at documentation regarding staff suitability and qualifications of staff working with children.

## Inspector

Susan Wilcockson

## Full report

### Information about the setting

Sunflower Children's Centre is privately owned and managed. It opened in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Sunflower Children Centre operates from a purpose-built, single-storey building in the grounds of Charnock Primary School in Sheffield. Children have access to an enclosed outdoor play area. The nursery employs 25 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 or above, including the nursery manager who has attained Early Years Professional Status.

The centre currently takes children from three months and also offers care to children aged eight years to 11 years. There are currently 153 children attending who are in the early years age group. The centre is open Monday to Friday from 7.30am to 6.30pm, offering nursery, out of school and holiday care. The setting supports children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- enhance the key person system by developing a buddy system supporting continuity of care when the key person is absent
  
- continue to monitor and embed the new systems to track and record whole group progress, so that assessments of learning continue to be sharply focused and rigorous in identifying why different groups of children may be doing less well than others.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children's learning and development is promoted effectively as the manager and staff have a good understanding of the Early Years Foundation Stage. The quality of teaching is reliably good. Knowledgeable staff have a clear understanding of how to promote children's learning and development through activities covering the prime and specific areas of learning. Children are interested and motivated in this appealing environment that supports their learning and development very well. From the start parents share information about their child through detailed discussions with the key person and written information about their child's home routines, likes and dislikes. This information forms a detailed picture of the child's starting point for learning and development. All children make good progress in their learning as key persons plan individual next steps of

development focussed around children's interests. These are supported by detailed observations that are tracked against the child's age and stage of development within the Early Years Foundation Stage.

The breadth and depth of the educational programmes ensure children make good progress through interesting and challenging activities and experiences. Throughout the nursery, children's communication and language abilities are developing well. This is because staff engage in a wide range of conversations with children and use open-ended questions to support them to develop their vocabulary. Young toddlers discuss their own physical features as well as the features of their parents with a member of staff as they draw pictures of themselves and their families. Older children enjoy focussed activities with staff that support their knowledge of phonics and this helps to prepare children in readiness for school and their next stage of learning. Children initiate their own play as well as actively taking part in small group activities with an adult. Staff encourage children to be creative thinkers. For example, a group of children work together with a member of staff to develop challenging courses for balancing using the large blocks outside. Children have access to a wide range of creative and mark-making resources. A member of staff engages children in making paper mache rockets using glue and tissue paper, while another group of children begin to understand about symmetry through drawing butterflies, discussing the different colours seen in the butterflies' wings and how each side mirrors the other side. The sensory room engages children to learn about shape and colour, for example, young toddlers use the technology to light the bubble tube, supported by staff to count the fish seen within it. The environment has been richly developed in print that supports children's knowledge and understanding that words have meaning. Children throughout the nursery enjoy story times and have access to a wide range of books which they can look at independently in cosy corners. A toddler looks out on to the school field at a flock of seagulls that have settled. Staff support her curiosity by looking at a large display of common British birds helping her to match the birds she can see to the ones displayed on the poster. Children are further supported in their understanding of the world around them as the nursery is currently hatching out chickens so that children learn about nature and life-cycles. Young babies are encouraged with their early movements as they explore a range of equipment. For example a young child shows delight in the small ball pool as he climbs into the pool and moves the balls around. Another baby rocks on a small rocking horse encouraged by a member of staff who sings to the child in time with the movements. The outdoor environment supports children in their physical development with a range of equipment that supports climbing and sliding as well as space for running and jumping. Children throughout the nursery take part in walks and trips to the park, extending their knowledge of their community.

Parents are kept well informed about their child's progress through daily verbal or written information as well as through regular meetings. This promotes continuity of learning and care and parents are encouraged by key persons to share information about their child's learning at home which contributes to their child's development records. Parents are welcomed into the nursery and can attend 'stay and play' sessions alongside their children. There is very good support for children with special educational needs and/or disabilities with targets specifically tailored to support individual needs, enabling children to make good progress considering their starting points. Children are supported well for their next stage of learning through focussed activities that promote their development, for example,

phonic awareness and their independence and self-care skills. The nursery has good links with the schools children will later attend. Children are invited into the adjacent primary school to take part in activities within the reception class. Teachers visit the nursery and comprehensive records of children's learning and development are shared to promote continuity of learning.

### **The contribution of the early years provision to the well-being of children**

Children clearly enjoy being at the nursery in the warm and welcoming environment that is established. Parents comment that their children are very happy and settled in the care of staff who know their children well. They show confidence in the staff, who demonstrate a very friendly approach, helping everyone to feel valued and included. The nursery has in place a key person system that supports children's well-being and independence, however, there is scope to enhance this through developing a buddy system to support continuity of care if the key person is not present. Key persons know their children well and there is a supportive settling-in procedure and detailed information gained from parents enables the provision to be tailored to support children's individual well-being. Children are well prepared for school as there are good links with the local schools and teachers who come in to meet the children. In addition, children create their own personal shoe boxes to share with teachers that highlight their interests, likes and dislikes.

The environment is stimulating, well-resourced and welcoming. Consideration is given carefully by staff to ensure that children's social and emotional development needs are met thoroughly. This approach supports children to become confident and independent learners through a range of activities they can select from in their play areas. Children can rest in quieter spaces or engage in more physically active play. The nursery also houses a sensory room which enables children to explore sensory experiences through light and sound. Outside, the environment supports children's physical play and staff develop activities that meet the areas of learning following children's interests.

Staff are good role models to children and support a positive environment through a consistent approach. Children take part in group activities that enable them to take turns and share. Children learn about keeping safe in the environment through staff who give clear explanations to them about risks, for example, through outdoor play activities and being aware of the surface and their friends when moving quickly. Children learn about their own health, for example, they take part in physical activities that enable them to learn about their heart. Care practices are good and support children to understand about their own self-care and well-being. Children learn to be independent through toileting procedures and personal care. They wash their hands before meals and babies are supported with hygienic wipes they can use themselves. Meal times encourage children to gain skills in feeding themselves. Young babies have spoons to encourage their developing feeding skills and older children pour their own drinks and serve themselves at snack time. Staff provide effective support at lunchtime so that children are relaxed and confident. Children dress independently, putting on shoes and coats when preparing to go outside which promotes their confidence and self-esteem. All children and staff practise regular fire drills to ensure everyone knows how to evacuate the building and remain safe in the event of an emergency.

## **The effectiveness of the leadership and management of the early years provision**

This inspection was brought forward following a complaint about the recruitment of staff into the nursery. The inspection found that an appointed member of staff had not received a full induction to her employment in a timely manner, along with a delay in the processing of a new disclosure and barring check for her. However, following this incident, the manager has taken action to strengthen the recruitment and suitability process. All newly appointed staff are recruited through robust procedures that include applications for references and suitability checks are completed with the Disclosure and Barring Service. Records of these are maintained ensuring that children are safely cared for by appropriate staff. An effective programme of professional development, through appraisals, regular supervisions and peer observations, help staff to improve their knowledge, understanding and practice. The nursery manager maintains a good overview of the educational programmes through an effective tracking and monitoring system. This ensures that children make good progress in accordance with typical expectations for their age and given their starting points. This system has recently been implemented and there is scope to enhance the systems to monitor and track groups of children to ensure that all children achieve at the highest levels. The manager seeks the views of staff, parents and children regarding the quality of the provision which informs the self-evaluation and planned improvements of the nursery.

Staff are clear about the procedures to follow if they have a concern about a child in their care and who the designated safeguarding officer for the nursery is. Children's safety is a priority for all working in the nursery and the setting has a strong security system in place to prevent unknown persons arriving to collect children. Visitors are required to sign in and identification is checked before admittance is permitted. Robust systems, policies and procedures are in place and these are regularly reviewed to ensure they meet the current legal requirements and underpin children's safety and well-being at all times. Full risk assessments are in place for all indoor and outdoor areas and staff also undertake thorough daily checks to ensure that toys and equipment remain fit for use. Staff have first aid training ensuring that children are kept safe. Accident and medication forms are completed appropriately with accidents monitored to identify any pattern of concern.

Effective partnerships with parents, external agencies and other providers are well established and make a good contribution to meeting children's needs. Parents speak about the flexible approach offered by the nursery supporting their children's needs, and how they feel their children are kept safe at the nursery. Support workshops have been developed by the manager to guide parents in child development and learning. Where children may require additional support, appropriate interventions are sought so that children receive the support they need and the nursery has good links with the local authority inclusion service. There are good partnerships with schools that children move on to and links with the local community, for example, the children's centre and the church.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY216651
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	949915
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	73
<b>Number of children on roll</b>	153
<b>Name of provider</b>	Simpkin Limited
<b>Date of previous inspection</b>	29/06/2010
<b>Telephone number</b>	0114 265 7000

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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.

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Piccadilly Gate  
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