

# Sunflower Day Nursery

Newton Abbot Racecourse, Newton Road, Kingsteignton, NEWTON ABBOT, Devon, TQ12 3AF

<b>Inspection date</b>	11/08/2014
Previous inspection date	07/02/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Children are happy, secure and explore confidently, while being eager to learn. They have good relationships with the staff and each other, and are progressing well in their learning.
- Staff form strong relationships with parents, other professionals and early years settings. These partnerships securely promote children's individual needs.
- Staff consistently recognise the children's achievements and act as good role models; therefore, children learn to behave well and develop good levels of self-esteem and confidence.
- Children develop good awareness of safety as they are given opportunities to take risks during routine activities.

### It is not yet outstanding because

- Staff do not always extend young children's creative experiences, and resources are not always fully replenished to enable children to develop their mathematical and creative development.
- Sometimes staff do not share information about identified resources to use with children with additional learning needs to support their individual progress.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the indoor and outdoor areas.
- The inspector held meetings at appropriate times with the manager and invited her to carry out a joint observation.
- The inspector looked at assessment records, planning documents and a sample of documentation relating to children's welfare.
- The inspector checked evidence of staff's suitability and qualifications.
- The inspector took account of parents' views and of the provider's self-evaluation.

## Inspector

Dawn Biggers

## Full report

### Information about the setting

Sunflower Day Nursery opened in 1992, and re-registered in 2011. The nursery is situated in a purpose-built building at Newton Abbot Race Course in Devon. Children are cared for in three age-related playrooms, and there is an outdoor play area which all age groups share. The children also have supervised access to the racecourse grounds on non-race days. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from 7.30am to 6pm Monday to Friday all year round. There are currently 69 children on roll who are all in the early years age group. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery employs a team of 10 staff who all hold a recognised childcare qualification.

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

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

- extend opportunities for young children and babies to access creative materials and resources, and make sure resources such as sand are regularly replenished for the older children to further extend all children's explorations and sensory experiences
- strengthen information sharing about resources to use to support children's additional needs and next steps so they make good progress in all areas of learning.

### Inspection judgements

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

Staff have a good knowledge of how to support the children to make progress and they effectively monitor their achievements in all areas of their learning. Staff use a good tracking system, including the use of a celebrations folder to provide a detailed picture of each child's progress. As a result, staff use information efficiently to identify further challenges to support the children's learning and their next steps. The quality of teaching is strong and therefore children make good progress in their learning and development. For example, staff respond effectively to the children's communications by using a running commentary. They introduce singular words and use open-ended questions to extend the children's vocabulary. Children are encouraged to choose stories to develop their literacy skills. They communicate well during story times by making animal sounds, asking questions and pointing and feeling the textured pictures. As a result, children acquire the skills they need in preparation for school.

Children enjoy experimenting with a variety of creative materials. For instance, they make marks and patterns confidently with the paint and brushes and show skill and control while drawing around their hand. Staff provide younger children with varied experiences, such as exploring the different objects and materials in treasure basket items and playing musical instruments. However, staff do not consistently plan and offer the youngest children a good range of activities to make marks and squeeze and feel media. As a result, younger children do not always have good opportunities to further explore and experiment with a wide range of materials to enhance their creative development. Children enjoy rhythm and movement and engage sociably in action rhymes with each other. They confidently take turns to hide the dinosaur rocks and work together to find these in the garden. Staff spontaneously use numbers and mathematical language in the daily routine. This encourages the children to count during activities and to develop a good awareness of colours and sizes.

The parents engage well in their children's learning as they contribute to the required progress check for two-years-olds. Staff use a daily diary effectively to share information about the younger children's day with their parents. The nursery also provides a newsletter, and notice board to engage with parents by sharing information about events and activities to further involve them in the children's learning. These supportive partnerships promote consistency in children's care, learning and development.

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

The staff use an effective key-person system to implement plans well overall to support children's specific and additional needs. As a result, they identify clear achievable goals and use them to securely support the children's next steps so they make good progress. However, when staff undertake new roles these plans occasionally lack some detail. For example, staff do not always provide information about what resources are required to help specific children to progress towards their next targets. As a result, this slightly hinders how effectively staff support some children to make strong progress.

Staff build warm, caring relationships with the children and these secure attachments effectively support the children's emotional well-being. As a result, the children are sociable, happy and confidently explore a welcoming environment, while accessing a good variety of stimulating resources. However, on occasions some materials are not all replenished as part of a daily routine. For example, the lack of a good amount of sand in the tray for the older children indoors limits their further explorations and ability to mathematically experiment.

Children behave well as the staff consistently praise and recognise their achievements; therefore they have good levels of self-esteem and confidence and are cooperative. For example, the children listen well when lining up to go outside and tidy up as part of the routine. Staff value the children's backgrounds and individuality, for instance, photographs displayed of their family are used to promote their security and identify.

Children develop a good awareness of a healthy lifestyle as staff plan good opportunities for fresh air and exercise in their routines. Therefore, the children benefit from stimulating challenges and demonstrate good physical control and coordination. For example, they confidently negotiate the outdoors and take risks by practising how to run across the raised wooden blocks while still balancing. Children frequently access drinks and develop good independence with their self-care skills, as they wash their hands regularly. Staff act as good role models and skilfully use posters to teach the children about good hygiene practices and this promotes their health and well-being.

Children develop a good awareness of safety procedures and how to keep themselves safe. They learn to be vigilant of their surroundings and how they move as consequences are explained so that all children remain safe throughout the day. Children engage in fire evacuation practices and role play being fire fighters. The children use equipment safely, such as the scissors with good control and skill as they develop their hand and eye coordination.

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

The leadership and management of the nursery are strong and use good systems to monitor the education programmes. The management demonstrates a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, and their roles and responsibilities. As a result, safeguarding practice and procedures are effective in keeping children safe. All staff are clear about the procedures to follow in the event of a child protection concern to help protect children's welfare. The suitability of staff to work with children is a high priority in the nursery and therefore, there are robust recruitment processes. Staff development is strongly featured, as new staff are mentored and inducted well, and regular supervision and appraisals identify further training. This effectively supports their professional development which has a positive impact on children's learning and development. A qualified and enthusiastic staff team work well together and their effective teaching skills, deployment and knowledge mean that children make good progress in their learning and development. Children receive good supervision and support in the indoor and outside play areas. Effective security measures to the premises, daily checks and ongoing risk assessments ensure that the environment is monitored well and therefore children are kept safe and secure. Consequently, these robust procedures and policies contribute to the good organisation and effective running of the nursery and enables staff to meet all of the statutory requirements.

There is a strong emphasis on driving improvement and on monitoring and evaluating the nursery practice. Staff effectively communicate with each other and share their ideas well to improve outcomes for children. For example, they use action plans with identified goals and a self-evaluation process. As a result, outdoor activities are planned more purposefully and staff provide challenges for the children through the rotation and organisation of resources. The staff team regularly identify areas to improve as they focus on enhancing each other's morale. This has resulted in improved communications and support for each other throughout the day. The management has acted upon feedback received from

parents and has resulted in the introduction of a monthly newsletter. This provides good information about any changes in the nursery, as well as the activities and events planned. Consequently, this involves and engages the parents well in their children's welfare and learning.

Good relationships with parents and other professionals contribute to meeting the children's individual needs. These include planned settling periods, daily discussions, regular meetings and sharing developmental reports to discuss the children's good progress. Parents comment positively about the good relationships they have with the staff and how they feel fully informed and involved in their children's learning. Staff share information effectively with other early years settings and support the children's moves to school. For instance, they use the children's voice and add comments to the transition forms about how they feel about going to school. This supports the children's individual needs well and promotes a good sharing of information and continuity in children's care, learning and development.

### **The Childcare Register**

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY432696
<b>Local authority</b>	Devon
<b>Inspection number</b>	823821
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	45
<b>Number of children on roll</b>	69
<b>Name of provider</b>	Sunflowers Day Nursery LLP
<b>Date of previous inspection</b>	07/02/2012
<b>Telephone number</b>	01626334070

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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.

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