

Sunflowers Nursery

Beacon Road, Pheasey, Great Barr, Birmingham, B43 7BW

Inspection date	16/09/2013
Previous inspection date	24/02/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff provide a wide range of highly stimulating activities that promote children's learning very well. Consequently, they make consistently good progress from their starting points.
- The extremely inviting environment, with good quality resources, supports children's learning substantially in all areas of learning.
- Children are happy in the nursery because the highly effective key person arrangements help them to feel valued and as a result, they form strong attachments. Children are very well behaved and their self-esteem is highly promoted.
- Children's well-being is significantly promoted due to the transition arrangements, into and within the nursery. Highly creative methods are used to prepare children for their move to their next stage of learning at school to ensure continuity of learning.
- Robust safeguarding and child protection procedures ensure children are safe within the nursery. Staff have an excellent understanding of how to protect children and their responsibilities and regularly refresh their knowledge.
- The highly successful partnership with parents and other professionals ensure children get the support they need to make considerable progress in their development. Parents receive a wide range of information to actively contribute to continuity of care and learning.

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 held discussions with the provider, both managers and the head of the over two's unit.
- The inspector spoke with staff and children.
- The inspector spoke with parents on the day.
- The inspector carried out a joint observation with a manager.
- The inspector reviewed documentation, including children's records and the self-evaluation of the nursery.
- The inspector carried out observations in base rooms and during outside activities.
- The inspector conducted a tour of the premises.

Inspector

Adelaide Griffith

Full Report

Information about the setting

Sunflowers Nursery was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries owned by the provider. The nursery is situated in single-storey premises in the Great Barr area of Birmingham. The nursery serves the local area and is accessible to all children. It operates from five rooms and there is an enclosed area available for outside play.

The nursery employs 31 members of childcare staff. Of these, 30 hold appropriate early years qualifications at level 2 and above, including one with Early Years Professional Status.

The nursery opens Monday to Friday, from 7.30am to 6pm, all year round, except for bank holidays and one week at Christmas. Children attend for a variety of sessions. There are currently 151 children attending, who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and 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:

- extend children's already good independence skills through all routine activities, for example, by consistently providing opportunities for children to clean hands and faces independently after meals.

Inspection judgements

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

Staff have a very good understanding of supporting children's learning through a wide range of stimulating activities. Staff promote babies' listening skills effectively as they shake bottles, making loud or softer sounds. While children sit on their laps staff read softly and point to pictures to develop children's understanding of what they see. Staff plan effectively for learning by taking account of children's preferences. For instance, children aged two years enjoy pushing dolls around in pushchairs. Staff extend their learning through planned activities, such as rocking dolls. Staff enthusiastically model how to rock dolls and children copy the movements back and forth as they remain fully

engrossed. Children demonstrate their ability to recall the sequence in lyrics as the music plays and they spontaneously knock on partitions by listening to the musical cues. Consequently, children's physical skills are developing well as they use controlled movements and they also develop caring attitudes.

Staff have high expectations of all children whom they enable to achieve their full potential. For instance, they create opportunities throughout the nursery for children to develop skills in making marks. In baby rooms, staff sit on the floor while demonstrating how to use chunky chalk to scribble on paper. Pre-school children learn to write with a purpose, such as labelling displays of shapes. Some children write well-formed letters that are easily read, demonstrating their well-developed abilities. There is a strong emphasis on promoting children's literacy skills, as reflected in the print rich environment. Many examples of letters and words are displayed in the nursery. For example, the word 'water' is seen near the tap and reinforced with a picture of running water. This means that learning is meaningful as children are assisted to make links realistically. Experienced staff consistently take note of children's preferences when planning for the daily timetable. They include all areas of learning consistently and ensure children can explore their surroundings freely. The timetable includes a good balance between child-led play and structured activities. For instance, after dinner staff provide resources that pre-school children enjoy for play. Children access equipment, such as hammers and bang vigorously on frames. They proudly explain to staff that they can reach the top of the frame. In response to comments about loud noises they increase the volume a bit more. They are self-assured as they laugh with delight, while confidently using tools with good control to continue banging.

Staff plan these activities for play indoors and outside, so that children learn to be comfortable anywhere in the nursery. For instance, they sit at tables outside while drawing spiders with many legs. As staff observe children during play they plan further learning experiences and link these with suggestions from parents. For instance, parents provide detailed information so that staff know what children can do when children start in the nursery. This ensures staff can plan for children's initial learning during the early phase. Key persons holds discussions with parents about observations. 'Did you know' slips filled in by parents are used to share information about what children do at home, so that staff can record this in children's learning journals. In pre-school parent can record 'wow' moments on post-it notes that show new skills of their children. Staff include these in their planning to promote learning further. Progress reports are shared consistently with parents who write their comments in their children's folders regarding what they do at home. For example, they record that children walk up the stairs and key persons follow parents suggestions to promote physical skills. They provide challenge in the nursery by including the use of steps on climbing frames during outside play. Consequently, there is good continuity in children's learning due to the shared approach between parents and staff.

Children are provided with very good levels of challenge due to the vast provision of interesting resources. Flashing and musical toys in the baby room support children's sensory development well as they prod and press buttons. Babies have opportunities to visit the pre-school room for their introduction to information technology. Therefore, they are already developing an awareness of using programmable equipment. This reflects

staff's forward thinking and their understanding of laying a firm foundation for children's future development. The pre-school suite of rooms is exciting and very inviting; for instance, rooms are dedicated to different types of play. This means that children can choose to access any room, including one that provides a vast range of role play equipment. As a result, children's imaginary play is effectively enriched while they develop an understanding of the world around them. Throughout the nursery staff have created quiet areas where children can sit on their own, or with peers. For instance, a section in the toddlers' room, is particularly welcoming due to the use of soothing colours. A child-size sofa and a table set with resources for preparing meals, provide a cosy atmosphere where children can relax.

Staff are highly committed to promoting children's learning and development. For example, the special educational needs coordinator consistently supports and guides staff to ensure children's additional needs are fully met. As a result, children are gaining skills that ensure they move consistently closer to the development band for their age. This means that they make good progress in their language skills from their starting points. Children who speak English as an additional language are developing communication skills as they play and interact with staff and peers. The management team and staff prepare children thoroughly for the next stage in their learning at school. As they approach the end of a school year the pre-school planning is reviewed to include physical education sessions. Staff encourage parents to provide pump bags to familiarise children with the procedures at school. Staff then challenge children to undress and dress with minimal assistance during the sessions. They blow a whistle to alert children to the end of the physical education session. Consequently, children's independence is promoted to a high level and this supports their transition to school very well. Transition forms are completed and shared with teachers who visit from local schools.

All areas in the nursery, including base rooms and the reception lobby, are cheerful due to tasteful displays. Some reflect the creativity of staff in enhancing the environment with colour for parents and children. Other displays showcase children's work in making marks, their drawings and paintings. The management have maximised the use of the outside space by separating an enclosed area for babies from that used by older children. Astro turf is placed next to real grass and this helps children to play on the different surfaces. Children learn about nature as they grow vegetables under the supervision of staff, who take responsibility for gardening. A digging area is set aside where they can strengthen their hand-eye coordination and small muscle skills. Fruits and vegetables grown in the garden are displayed in the reception to celebrate their achievements. These reflect the profound ways in which children learn about end products of gardening and growing things. The wide range of exciting activities and the highly stimulating environment support children to make consistently good progress towards the early learning goals.

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

Children are very happy and settle quickly in the nursery because the key persons support them to feel valued. As a result, children form strong bonds of attachment and are fully at ease. The close cooperation between key persons and parents ensure there is clear

communication about children's individual needs. Staff know children well and follow guidance given by parents, so that children's needs are met effectively. For example, some children go to sleep in quiet, darkened rooms or by being rocked. Key persons ensure that staff covering the baby room receive clear information about children's care. They use cards with children's photographs to ensure the continuity in care is maintained consistently for children individually. Key persons display photographs of family members at a low-level in the under two's unit. This means that photographs are at eye level and children see images of those people most loved by them. Consequently, children feel very secure because the links between the home and nursery support their transition into the setting significantly.

Children are confident as they move around to choose resources for play. They approach staff if they feel uneasy and babies respond positively to frequent cuddles, ensuring they feel very safe. Children throughout the nursery are very well behaved because staff frequently praise them. Therefore, their self-esteem is highly promoted and they respond positively to guidance, for example, to share resources. They learn to keep themselves safe when standing on raised blocks due to reminders from staff to be careful. Pre-school children learn to negotiate and share space during construction play. This means that they have regard for others and treat them with respect.

Care routines are adapted to children's individual needs, such as ensuring there is a vegetarian option at dinnertime. Balanced meals are freshly cooked and children enjoy what is on offer and some have second helpings. They sit at tables in small groups with staff who encourage toddlers to serve themselves with vegetables. This means that their cutting skills and self-help skills are promoted well during this daily routine. However, staff do not always encourage children to extend their independence skills by cleaning their own faces after meals. Children play outside daily and participate in physical exercise with a wide range of equipment that promote their skills well. The regular physical activities help children to develop an awareness of the effects of exercise on their bodies. Sleeping arrangements after dinner is a restful time for children and quiet play is enjoyed by those who do not sleep.

The arrangements for moving children through the nursery are managed extremely well. Key persons complete a progress chart and provide information about targets to be completed. Thorough preparation ensures that parents are actively involved to discuss children's needs with the new key person. As this is a large nursery, children benefit from settling-in sessions in new base rooms where they grow used to the routine. They form new relationships with peers and staff, resulting in a stress-free transition for all children. Children are kept secure within the nursery due to controlled access to the premises and risk assessments ensure the premises are safe at all times.

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

There are substantial arrangements for safeguarding children within the nursery because the management team take a robust approach to keeping children safe. Practice is rooted

in strong knowledge and understanding of safeguarding procedures. For example, heads of units run regular quizzes to ensure staff are knowledgeable about their responsibilities to protect children at all times. A record of injuries sustained in the home is made and this is signed by parents to acknowledge existing injuries on arrival. The designated persons for child protection review these regularly to identify patterns and the frequency of occurrences that might give rise to possible concerns. Policies are reviewed regularly and staff attend child-protection training. The effective implementation of these procedures ensures children are substantially protected. Robust procedures ensure that adults are suitable to work with children and ongoing suitability is discussed at the annual appraisals. This means that children's welfare is promoted effectively.

The proactive management team is focused on maintaining continuous improvement in the nursery. Self-evaluation within the nursery is dynamic and consistent. All staff contribute through meetings and regularly add their comments to the document, which is accessible in the staff room. The management team empower staff to take the initiative in making changes within their base rooms. For example, in one baby room staff have reorganised the layout of the room and as a result, children can access resources more easily. Parents complete evaluation forms to comment on any events they attend. These are in addition to annual questionnaires in which parents express their views on the service they receive. The management team are keen to work closely with parents to offer a good service. For instance, in response to suggestions from parents they have ensured tinned food is not used now in the preparation of meals. Slips of paper are accessible to encourage parents to make further suggestions for the menu. Staff encourage children to identify preferred resources for play and pre-school children contribute to the evaluation of planned activities. This means that staff take account of children's views to make changes for improvement. The contribution of external agencies, such as the local authority is valued and guidance addressed, for instance, for future training.

The management team encourage staff to take on responsibility and support them substantially in their professional development. For instance, heads of units oversee rooms in both wings, which are used as base rooms for children, according to their age. Heads of rooms lead on practice in their rooms. In-house training and induction are managed and delivered by the member of staff with Early Years Professional Status. This arrangement ensures there is ongoing training to enhance the skills and knowledge of staff. For example, all staff have recently undertaken a course in cooking to support children effectively during cooking activities. Annual appraisals are used to identify performance and training needs. The management team lead by example, as the provider and the two managers have undertaken management courses at level 4. Regular supervision sessions support staff to make improvement in their practice and to discuss issues they wish to address.

The partnerships with parents and other professionals is very strong. Parents receive copies of the prospectus and the handbook to ensure they have comprehensive information about all aspects of the nursery provision. Parents are tremendously satisfied with the support their children receive and comment positively on the progress children make in the nursery. They feel that staff are friendly, approachable and committed to the care of their children. Bi-monthly newsletters are used to keep parents abreast of changes and events in the nursery. Several boards in the reception area provide a wealth of

information for parents, including an invitation to use the parents' library. These books are available to support parents' understanding of child development and related issues. Effective working arrangements with the external agencies ensure that the special needs coordinator receives guidance, which is tailored to children's individual needs. In the event of children receiving care from other early years settings, the managers are informed about the importance of sharing information to support children's individual needs. The management team and staff create a warm, welcoming environment in which children make considerable progress in their development.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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

Unique reference number	254496
Local authority	Walsall
Inspection number	910463
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	105
Number of children on roll	151
Name of provider	Sunflowers Nurseries Ltd
Date of previous inspection	24/02/2011
Telephone number	0121 360 9859

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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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