

# Sunflower Seed Pre School

Inspection report for early years provision

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**Unique reference number** EY257620  
**Inspection date** 01/12/2009  
**Inspector** Robert Greatrex

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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 Seed Pre-School opened in 1980 and is registered by Ofsted 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 52 children on roll currently, 27 of whom receive funding for nursery education. The setting can support children with special educational needs and/or disabilities and children for whom English is an additional language. It provides a nursery and before and after school clubs from 8.00am until 6.00pm weekdays during term times. Subject to demand, it also provides a holiday club. It is run by a management committee and operates from a mobile classroom in the grounds of Northborough Primary School. The accommodation is suitable to cater for children and adults with disabilities. The setting has the use of two classrooms within the mobile, plus a kitchen, office, entrance area and toilet facilities. There is also an enclosed outdoor play area. The setting employs seven staff members. Of the six who work with the children, all have suitable early years qualifications. The setting is a member of the Pre-School Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Parents agree the setting is fully inclusive and cares well for the children and helps them grow and mature; one stated 'I couldn't ask for a better nursery'. Parents are seen as partners and given the information they need to support their children's development well. Staff form an effective team who look to improve and develop the setting. The capacity to improve further is good because, although self-evaluation is satisfactory, staff are very reflective and look to improve their practice.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the kitchen area is secure and cannot be entered by unaccompanied children (Safeguarding and promoting children's welfare). 02/01/2010

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

- enhance the use of self-evaluation so that improvements are more rigorously established
- include all staff in the record of information used to establish suitability of individuals, and ensure it includes all CRB numbers, date of issue, ID check and who performed the checks.

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

Children are confident because they feel well cared for. Parental comments, such as 'I feel very comfortable and have no worries leaving her here because she loves it here' and 'she is well cared for in a really nice, friendly atmosphere' are typical. Parents agree that the key person scheme is used effectively so they and their children have someone to go to. The suitability of staff and other adults are checked, all policies clear and procedures generally thorough.

Staff form an effective team with a clear understanding of their roles so that the daily routine and rhythm flows smoothly. Staff are keen to develop their expertise. They have attended suitable courses and now meet the suggestions in the last inspection report regarding curriculum planning. Staff are very open to ideas from other settings and local authority support so that the desire to improve is strong.

Relationships with parents are very positive, which helps give children confidence. Parents value the daily feedback they receive which helps them to reinforce what has been done at home. Formal meetings to look at the comprehensive profiles are welcomed too. Parents feel that their children are making good progress, particularly in their social skills.

The setting is fully inclusive and the commitment to equal opportunities is strong. All are welcome, much is done to meet children's diverse needs. Good links with other agencies and the local authority means that good advice and guidance is drawn on to develop and improve.

The setting is managed very effectively and resources are used very well. The major changes involved in the recent expansion have been managed superbly and good provision provided. In management areas that support the children's development, the committee is very effective. However, input into the educational provision is much less. Parents' and children's views were sought so that the expansion in early mornings and late evenings met their needs fully. Consequently, these sessions are popular. However, no similar canvassing of opinion, or methodical self-evaluation, has taken place to plan future direction.

Accommodation is good overall and well used. It is planned well so that suitable areas are provided to encourage children in a full range of activities. From art and craft to quiet, sensory areas, children have opportunities to select for themselves from a good range of interesting resources.

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

Right from when they first arrive, children immerse themselves in all the setting has to offer because they are enthusiastic to explore the interesting activities they are given. Handovers are carefully arranged so they are warm and positive occasions. Parents state that, on the very rare occasion a child is slow to settle,

good staffing levels and the strong bond between staff and children, enables the reluctant child to have support and encouragement so this is quickly overcome.

Children have very positive attitudes and a real interest in everything they do. Consequently, they make good progress. Good training means they know how to use equipment safely, and to wash their hands before eating. They know to eat their sandwiches before any 'treats', and why they should do this. Whether alone or with others, children persevere with tasks that interest them. They play particularly well with close friends.

Children are very independent and do a great deal for themselves. They respond positively to any opportunities given to make choices and be responsible. They are curious and ask many questions, demonstrating their interest and involvement. When working with staff, children concentrate and are very cooperative. Because they are interested and keen to please, they do well. They have more opportunities to select their snack than at the time of the last inspection, but they have the capacity to do more if given the opportunity.

Learning outdoors is equally effective because the environment and opportunities offered are much improved since the last inspection. The limited space and covered area is used very well to provide a full range of stimulating tasks which children respond to very positively. Areas, such as the 'secret garden' encourage numerous responses, from imaginative play to a mini-beast investigation. Children can select from a very good range and balance of opportunities, an important improvement since the last inspection.

Adult-led activities are well prepared and relevant so children are fully engaged. Children take a lot of care and clearly want to do well and achieve. They show excellent attitudes to these tasks. Older ones receive good preparation for school. Those that are ready receive good support to write their names. All learn to understand the different signals and cues staff use, for example when it is snack-time. Most conversation is constructive and encourages children to explain or expand their thinking. Occasionally, however, staff input is confined to instruction or asking closed questions and this is less useful in moving children on.

The effectiveness of transition times is partly because of good links so children are confident to face the future. When children start, they see the positive relationship between their parents and staff, and are given all the time they need to settle. One parent remarked on how good the support from staff had been in enabling her child, who had previously had little contact with other children, to settle. Children's preparation for school is equally good because they are given opportunities to visit school, for example, to do physical development lessons. This opportunity for children to extend their skills in this area is also a very good response to the last inspection.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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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