

Sutton Tots Children's Day Nursery

Inspection report for early years provision

Unique reference number	EY336116
Inspection date	16/11/2009
Inspector	Diane Lynn Turner

Setting address	88 Church Street, Sutton-on-Hull, Hull, HU7 4TD
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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*.

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Description of the setting

Sutton Tots Children's Day Nursery is a privately owned provision and was registered under the current ownership in July 2006. It is based in the village of Sutton which is in the north east area of Kingston upon Hull, five miles from the centre. Children are cared for in rooms according to age, which are arranged over two levels, and they have access to an enclosed area at the rear of the premises for outdoor play. There is no lift access to the first floor. The nursery is open Monday to Friday from 07.30am to 06.15pm all year round, with the exception of bank holidays.

The nursery is registered by Ofsted on the Early Years Register to care for a maximum of 34 children at any one time and there are currently 56 children on roll within the early years age group. There are 11 staff employed to work directly with the children, 10 of whom are qualified to level 3 and one is working towards this. A cook is also employed. The setting receives support from the local authority development workers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a very calm and welcoming environment by staff who have a good understanding of the Early Years Foundation Stage. They provide interesting and age-appropriate activities and these effectively support the children's learning and development, enabling them to make good progress in all areas. Very good relationships are established and maintained with the parents and any other professionals involved in the children's care, which ensures their needs are met and that they receive any additional support they may need. The setting demonstrates a very positive attitude towards continuous improvement and through effective self-evaluation accurately identifies areas they need to focus on for further development to enhance the outcomes for children. Systems are in place to assess children's learning and development; however, these are not yet fully developed and some of the documentation occasionally lacks the necessary detail.

What steps need to be taken to improve provision further?

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

- ensure an accurate record is kept of the fire drills and that the risk assessment is reviewed in line with the recent changes made to the outdoor area
- develop the assessment arrangements to ensure informed decisions are consistently made about each child's progress and are used to plan next steps to meet their developmental and learning needs.

The effectiveness of leadership and management of the early years provision

Staff give high priority to safeguarding children. They have a very good understanding of their responsibilities with regard to child protection issues and clear procedures are in place for the recruitment and vetting of any new members to ensure they are suitable to work with children, and for their induction. Detailed risk assessments of the premises are regularly undertaken, accident records are reviewed each month to help prevent recurrences, and a senior member of staff is responsible for carrying out specific safety checks each morning prior to the children arriving. The assessment of the outdoor area, however, has not been reviewed in line with the recent changes to ensure all aspects remain safe and fire drills are not always recorded.

The owner maintains regular contact with the staff and has a clear vision of what it is she wants to achieve for the nursery, which is fully supported by the manager. The friendly and dedicated staff team work extremely well together and are diligent in carrying out their duties. They show a very good commitment to improving their knowledge and practice through training with all members holding valid first aid and food hygiene qualifications. In-house training and short courses are also undertaken and two members are currently working towards further qualifications at degree level, and two towards a level 3 in management. The manager and staff fully understand the value of self-evaluation as a means of ensuring continuous improvement. The Ofsted self-evaluation form is used very well to identify strengths and areas for improvement and is a true reflection of the setting. The outdoor area has been targeted as a priority for development with parents and children fully involved in the design process and their suggestions included where possible. For example, the children asked for water play to be included and as a result they now have access to a hosepipe and troughs, which they delight in using. All recommendations from the previous inspection have been successfully addressed and this has had a positive impact on the outcomes for children. For example, adult furniture is now in place in the baby rooms to aid children's developing mobility and enable staff to nurse babies comfortably.

Staff are committed to promoting equality and diversity and ensuring they offer a service that is open to all children and their families and they achieve this very well. Detailed 'All about me' forms are used to gather important information about each child's needs, interests and dislikes, and as the children's key person, staff work closely with parents to ensure these are met. A welcome poster is displayed depicting a number of different languages and photographs of members of the children's families and their pets are displayed in the rooms, which shows each child's family background is valued. Good support is provided for children who may have additional needs with staff working closely with parents and other professionals to ensure inclusion. Very positive relationships are promoted with the parents. They receive useful information about the service through leaflets, letters and the various noticeboards and there is good verbal interaction on a daily basis. Open evenings are also held on a regular basis when parents can discuss their child's progress with their key person. Parents spoken to at the inspection were

very happy to express their satisfaction of the care and support they receive from staff.

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

Children are cared for in a well-organised environment that is conducive to their learning. They have ready access to a good range of resources and develop very trusting relationships with the staff who care for them. They readily seek comfort from them if they are upset and lots of cuddles are evident when needed. Staff in all rooms have a good understanding of how children learn and develop and offer a good balance of both adult-led and child-initiated activities. As a result, the children learn in different ways; for example, choosing from activities that interest them and coming together for group activities, such as stories. Staff interact very positively with the children on all levels. They know each child well and confidently discuss the stage they are at in their learning and how they will help them to progress. Assessment systems are in place; however, these do not always accurately reflect staff's knowledge of the children's learning, and are not always used effectively to inform future planning and ensure next steps are promoted.

Children develop good skills for the future, which promotes their economic well-being. Staff extend children's language skills well through the use of open-ended questions and interactive story and singing times, and there are plenty of examples of the written word around the rooms to promote their understanding that marks have meaning. The older children are proficient in using the computer and they learn about the wider world and local community as they celebrate festivals and visit the park and shops. Babies thoroughly enjoy exploring the sounds and colours of manufactured toys and become captivated as they observe themselves in the low level mirrors, which gives them a sense of self. The older children demonstrate good counting skills as they use small world resources, which they also use to sort by colour and size, and staff help them to construct three dimensional shapes as they use bricks. Number posters and shapes are displayed in all rooms at the children's level and, as the younger ones show an interest in these, staff encourage them to touch the shapes as they name them.

Children are supported well in their personal, social and emotional development. Staff are good role models for them to follow as they have a calm, consistent approach and treat each other and the children with respect. As a result, the children emulate their good example, behaving very well and developing friendships. For example, the older ones readily share the blanket as they sit and listen to stories, and help those who need assistance to take off their shoes. They confidently initiate their own play and become fully immersed in the activities. For example, the toddlers show sustained concentration as they explore large cardboard boxes, using these as a garage for their toy cars, making marks on the outside to represent windows, and finally hiding inside and laughing delightedly as they pretend to be a 'Jack in a box', surprising the staff as they pop up. Good opportunities are provided for the children to learn about keeping themselves safe. For example, staff arrange for the local fire fighters and a mounted police officer to visit to talk about their roles and it is evident that the experience really captures

the children's interest and offers them valuable learning opportunities. For example, they excitedly describe how they tried on the fire fighters uniforms and that water is used to put a fire out, and they know that when they practise their fire drills they must line up near the door and go out into the garden. They also learn about keeping themselves healthy, enjoying fresh air and physical exercise each day as they play in the garden or visit the park. They learn good hygiene routines as they wash their hands before eating and after personal care and they enjoy nutritious snacks and meals, which are cooked on site. Babies are fed according to their individual routines and the older children develop a positive attitude towards mealtimes. They learn good social skills and manners as they sit together to eat, with staff encouraging them to use cutlery correctly and independently.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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

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