



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 229067

DfES Number: 512557

INSPECTION DETAILS

Inspection Date	21/01/2005
Inspector Name	Jan Burnet

SETTING DETAILS

Day Care Type	Full Day Care, Out of School Day Care
Setting Name	Sutton Nursery School
Setting Address	Cofield Road Sutton Coldfield West Midlands B73 5SD

REGISTERED PROVIDER DETAILS

Name	Sutton Nursery School Limited
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ORGANISATION DETAILS

Name	Sutton Nursery School Limited
Address	Cofield Road Sutton Coldfield West Midlands B73 5SD

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Sutton Nursery School was registered in 1993, however, it has been operational for 24 years and is very well established in this area. The Nursery School operates from two rooms in a former school building adapted for use as a day nursery. It is situated in the Sutton Coldfield area of Birmingham. A maximum of 60 children may attend the nursery at any one time. A secure enclosed outdoor play area is adjacent to the building.

There are currently 74 children aged from 3 to under 5 years on roll. Of these 72 receive funding for nursery education. Registration includes children up to the age of seven years but a service for school children is not currently offered. Most of the children live locally but there are no restrictions and vacancies are available to all who apply. The nursery currently supports children with special educational needs.

The nursery employs seven staff. One is a qualified teacher and five hold appropriate early years qualifications.

How good is the Day Care?

Sutton Nursery School provides good quality care for children. Staff create a warm and welcoming atmosphere and the nursery is well organised with good routines, equipment and resources. Space in both playrooms is well organised. Staff/child ratios regularly exceed the minimum required standard. There are seven staff members in the team including the head teacher who holds a teaching qualification and five staff hold level three childcare and education qualifications. Procedures for recruitment, selection, induction and appraisal are clear and all staff demonstrate a commitment to developing their skills and knowledge. The whole team has attended some training, including child protection. Documentation and records are kept up to date and in good order but the times of attendance should be included in the daily record of children looked after.

Security of the building is good and written procedures and staff practice ensure children's safety. Health and hygiene issues are addressed well. Currently five staff

hold in date first aid certificates and four have attended basic food hygiene training. A substantial and nutritious cooked lunchtime meal is brought in from a local school. Parents are asked to provide a packed tea.

The interaction between the staff and the children is good. Staff demonstrate a commitment to providing equality of opportunity for all children. Each child is cared as an individual and inclusion is given a high priority. Activities are varied and well planned and are adapted to ensure that all children are appropriately challenged. Routines are good and the children are settled and happy. Wheeled toys used outdoors are plentiful but large climbing equipment should be developed. Resources that reflect positive images of culture, gender and disability are good. The management of behaviour is good.

Parents and staff share information on a daily basis and communication, verbal and written, is good.

What has improved since the last inspection?

At the time of the last inspection the provider was asked to develop and implement an action plan detailing how staff/child ratios are maintained.

Action taken to address this has included a change to the age band of children cared for to three years and over so that all children are cared for on a ratio of one adult to eight children.

This minimum required standard is currently exceeded in the setting however as there are seven staff present every morning and six present every afternoon and the average number of children attending daily is forty.

What is being done well?

- The relationships between the staff and the children are good. Staff consistently respond very positively to children, extending vocabulary and encouraging children to think and make decisions.
- The range of activities provided take full account of the different levels of development within the group and promote learning in all areas - inclusion is given a high priority and all children are stimulated and challenged. Resources and space are used creatively to ensure that a wide range of activities are available for children to choose from during every session.
- The management of behaviour is good. Staff ensure that they are consistent in their management and they are good role models constantly remaining calm, praising the children, explaining simple rules and encouraging children to share and take turns. Raising self esteem is given a high priority. A comprehensive policy is given to parents and they are invited to make suggestions on management of behaviour - a section that lists positive ways to encourage appropriate behaviour is included.
- The partnership with parents is good. Parents are made very welcome and are asked to share as much information as possible on their child and play an

active part in their child's learning. All records and documentation including written and displayed information for parents is comprehensive, regularly reviewed and well organised.

What needs to be improved?

- the continued development of the range of large climbing equipment and children's access to it
- the inclusion of hours of attendance in the daily record of children looked after.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
5	Continue to develop the range of equipment and provide more regular opportunities for children to develop climbing skills.
14	Include hours of attendance in the daily record of children looked after.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Sutton Nursery School offers generally good quality nursery education, which helps three and four-year-old children make progress along the stepping stones towards the early learning goals.

Teaching is generally good. Knowledge of the foundation stage curriculum and the stepping stones is sound and all staff take responsibility for planning. Three and four-year-old children experience activities that effectively stimulate and challenge although the use of large equipment and opportunities for children to explore the local environment are limited. Staff have a wealth of experience in providing care and education for children with special educational needs and children are supported well in order to reach their full potential. Key workers regularly record observations that are then used to evidence judgements made in assessment records. They use what they know about children to challenge them appropriately to lead them towards the next step. The daily routine is well balanced. The management of behaviour is very good.

Leadership and management are generally good. Staff are clear about their roles and responsibilities and demonstrate a commitment to regularly reviewing practice to identify where any improvement to care or education could be made. Staff meetings are held weekly and staff appraisals, linked to training needs, are held every year. The head teacher is part of the childcare team and is fully involved in planning and the provision of nursery education and care. Resources are good and improvement to the outdoor area is planned, but current access to large climbing equipment is periodic and trips outside the nursery have not been planned.

Partnership with parents is very good. Involvement in their child's learning is given a high priority and staff encourage parents to share information on learning at home. Written information for parents is comprehensive and includes newsletters for every planned topic. Assessment records are shared each term.

What is being done well?

- Communication, language and literacy is a particular strength of the educational programme. Children's writing skills are practised daily with a range of adult supported and child initiated activities including making entries in their own news book, letter writing, shopping lists and café orders. Staff encourage children to extend their vocabulary and most speak confidently, clearly and fluently. Children are learning some words and songs in French with a teacher who attends twice per week.
- Staff demonstrate in planning and practice a good knowledge of the foundation stage curriculum. They are fully aware of the level of development of individual children, including children with special educational needs, and ensure that all are appropriately challenged in order to reach their full

potential.

- Children show confidence and are motivated to learn. They decide within their key worker group what they think they may choose during the session from the range of activities available and then enthusiastically talk about their experiences at the end.
- Staff are good role models and are calm and consistent in their management of behaviour. Relationships are good and children show consideration for each other.
- The provision for creative development is very good. Children show good imagination and work well with a variety of media.

What needs to be improved?

- opportunities for children to explore the local environment
- opportunities for children to develop skills with the use of large climbing equipment.

What has improved since the last inspection?

Improvement since the last inspection is very good. There were four "points for development" made.

The provider was asked to make more direct reference to desirable learning outcomes in planning.

Staff planning is thorough and now includes a learning objective, learning outcome, skills to be taught, language, planned activity and materials.

The provider was asked to improve the frequency of assessment, particularly for children with special educational needs and provide evidence of any progress or regress for other staff, parents and other professionals.

Key workers regularly record observations that are then used to evidence judgements made in assessment records. They use what they know about children to challenge them appropriately to lead them towards the next step. Assessment records are shared with parents every term.

Provide more regular opportunities for parents to contribute to assessment or for them to provide information on their observations of their child's learning at home.

Parental involvement is now very good. An initial profile sheet is completed by parents, information is constantly shared verbally and topic letters inform parents of the areas of learning that will be covered, rhymes and songs and suggested home activities. Parents are asked to add a comment about the topic areas and include information on observations of their child's learning at home. Assessment records are shown to parents during meetings arranged every term.

The provider was asked to Increase staff confidence in raising children's multicultural awareness.

Staff members have attended training courses and one has been appointed equal opportunities co-ordinator. Information on a range of different cultures is displayed and resources are good.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic and eager to be involved in activities supported by adults or play independently with activities chosen by themselves. They are happy and secure and in the large group and small groups talk about their experiences, opinions and feelings. They show consideration, share and take turns. Some friendships have formed and children support and help each other. Independence skills are developing well. Children talk and learn about different families, cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen intently at story time and respond with enthusiasm when asked questions. Many have built up a vocabulary that allows them to use more complex sentences. They practise letter sounds and are learning which letters represent sounds in words. Children learn that print carries meaning and information can be retrieved from books. Fine manipulative skills are good and with daily practise, writing for a variety of purposes, pencil control is developing well.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count throughout the day. Many are able to count beyond 20 and name numerals to 10. Some recognise numerals beyond 10. Problem solving is included in daily activities and children are gaining knowledge of mathematical language when comparing size, height, length, capacity and discussing more and less. Children identify known shapes as part of everyday objects and confidently name two dimensional and some three dimensional shapes. They are able to recognise and continue a simple pattern.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children experience a variety of activities to explore and investigate. Visitors to the nursery include groups who bring in small animals and insects. Children plant and grow from bulbs and seeds. They are encouraged to identify change. Children competently use tools and build and mould with a good range of materials. They talk about home and recall past events whilst completing their news book. Most can control the mouse when using the computer. Children do not explore the local environment.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Skills and confidence are developing well whilst moving in a variety of different ways - hopping, jumping, jogging and skipping. Children are learning to control their bodies whilst moving to music. They demonstrate a good awareness of their own space and that of others. Children learn about keeping healthy but in daily routines the effects of exercise are not consistently reinforced. Daily use of small equipment has led to well developed skills but use of large climbing equipment is limited.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore texture and colour as part of daily routines. They confidently name and mix colours in activities using paint and food colouring. Children are encouraged to explore their senses during planned and day to day activities, for example with different kinds of bread. They choose from a good variety of different resources for role play and involve others whilst re-creating their experiences. Children move imaginatively to music and practise keeping a rhythm with musical instruments.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Provide opportunities for children to explore the local environment.
- Provide more opportunities for children to develop skills with the use of large climbing equipment.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.