

# Sure Start Children's Centre

Inspection report for early years provision

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**Unique reference number**

EY297932

**Inspection date**

26/10/2010

**Inspector**

Lisa Parkes

**Setting address**

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**Telephone number**

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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**

Sunshine Nursery was registered in 2006 and operates from Anthony Road Children's Centre in Birmingham. The nursery is open each weekday from 8am until 5pm. All children share access to an enclosed outdoor play area. The centre is easily accessible to all.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 57 children may attend at any one time and there are currently 46 children on roll. The nursery supports children with special educational needs and/or disabilities and those who use English as an additional language. The nursery provides places for children who are in receipt of funding for nursery education.

There are ten members of staff including the manager and Children's Centre teacher, all of whom hold appropriate early years qualifications to at least Level 3.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are provided with exceptional levels of care and receive motivating learning experiences expertly matched to their individual needs. Practitioners offer a fully inclusive and welcoming service, supporting all children to actively participate in activities which fully meet their personal interests. The nursery is led by a highly motivated and extremely enthusiastic management team who embrace the process of self-evaluation. All practitioners and professionals work successfully together, as they share a commitment to offering the best possible experiences to children and their families.

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

To further improve the high quality early years provision the registered person should consider:

- opening up further opportunities to enhance parents' roles in their children's learning and development.

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

The safeguarding of children is awarded the highest priority and excellent adult supervision ensures that children are continually kept safe. Concise policies, procedures and strategies are in place to safeguard children and to protect their welfare. The provision has established clear management responsibilities in relation to child protection, including designating relevant staff. All practitioners know and fully understand safeguarding children issues and how to implement procedures.

Excellent systems are in place with regard to risk assessments and exemplary organisation of routines helps children to gain a wonderful sense of belonging. Robust vetting and recruitment procedures are implemented and all safeguarding regulations are meticulously met.

Practitioners are passionate, motivated and work as a cohesive team within an extremely happy working environment. There is a strong commitment to ongoing professional development. Practitioners hold high aspirations for the quality of the service provided and enjoy regular opportunities to reflect on their practice, for example, during team meetings. Management systems run very smoothly and staff morale is high. Action taken to tackle identified weaknesses is highly effective and this is evident through the dynamic changes that have been made since the last inspection. Practitioners are wholeheartedly committed to raising standards and improving outcomes for children. All children, parents and visitors to the nursery receive a very warm welcome.

Partnerships in the wider context are very well established and make a strong contribution towards children's achievement and well-being. Excellent links exist with the local school and this ensures that transition is as seamless as possible. The nursery dedicates time for getting to know children and their families, fostering delightful relationships and helping to ensure that children settle quickly and feel secure. Engagement with parents and carers is exceptional and parents are very well informed regarding their children's care and education. However, parental involvement in the life of the nursery is not as fully exploited as it could be. Practitioners are in the process of extending this by creating new and innovative opportunities for parents to share their expertise with the children such as any specific skills, hobbies or interests. This will enhance parents' roles in their children's learning and development.

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

Practitioners demonstrate excellent knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. An enchanting and very well-equipped environment, successfully reflects children's backgrounds and the wider community. Practitioners are expertly deployed to enhance children's learning and welfare, and they are skilled at promoting positive attitudes to learning. High quality planning and organisation ensure that every child is challenged by the learning experiences provided. Children benefit from a brilliant balance of adult-led and child-initiated activities and the routine is flexible to enable them to pursue their own interests. Children make strides in their learning and development. They become absorbed in activities and are involved in active learning for sustained periods of time.

Children engage in an extensive range of stimulating learning experiences. Cookery sessions are exciting and interactive and practitioners skilfully incorporate healthy eating, food hygiene, mathematical language such as "more" and "less", and colour. Children demonstrate a positive attitude towards healthy eating as they eagerly sample the different vegetables. Practitioners introduce new vocabulary

such as "chop", "spread" and "puree". Children are showered with praise and encouragement as they make their pizzas and practitioners encourage them to share resources, take turns and to remember their manners. Children's understanding of safety issues is skilfully promoted as they are taught how to handle the blunt knives safely and sensibly. Practitioners use effective questioning to generate interest and to extend children's thinking, for example, "What's missing off your pizza?" and "Who likes cheese?" Children are encouraged to foster a sense of responsibility as they make decisions, perform tasks independently and self-select toppings.

Planning is excellent and ensures that children's learning is effective, varied and progressive. Schedules and plans flow with children's needs and practitioners use their time exceedingly well to ensure all children benefit from high quality interaction. Children's learning is meticulously documented and practitioners build up accurate knowledge about each child's individual progress. Practitioners are genuinely interested in what children say and do and readily get down to their level to interact with them. As a result, children are confident and self-assured and enjoy warm, affectionate relationships. Children develop a strong awareness of the wider world, as they access an array of resources that are representative of diversity such as dual-language books. Children play and learn in an inviting, happy and child-friendly environment, which affords them plenty of space to explore. Learning is unmistakably fun and children regularly come across new and interesting challenges. Practitioners are dedicated to their roles and create an inclusive atmosphere where children absolutely thrive.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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