

Sudbrook School

Inspection report for early years provision

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Inspector

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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

Sudbrook School has been registered for many years and the current owners took over the registration of the setting in 2004. The setting operates from a village hall in Petersham in the borough of Richmond-upon-Thames. The premises are fully accessible to wheelchair users. A secure enclosed outdoor area is available on a daily basis.

The setting is registered on the EarlyYears Register and a maximum of 45 children aged within this age range may attend at any one time. The setting operates Monday to Friday from 8.30am to 12.15pm. On Tuesday, the session is extended to 2.30pm and on Thursday to 2.00pm during term-time. There are currently 17 children aged from two to under five years on roll.

The setting employs nine staff who work directly with the children, seven of whom, including the manager, hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children blossom and flourish in this setting and are making excellent progress in their learning and development. There are highly effective systems in place to ensure partnerships with parents, carers and others are fully promoted. This ensures the needs of all the children are successfully identified and met. Self-evaluation is comprehensive and reflective, which means that the setting is continually improving all aspects of their childcare service and outcomes for children.

What steps need to be taken to improve provision further?

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

- include words from the various children's home languages on displays , and invite parents and other adults to assist with this.

The effectiveness of leadership and management of the early years provision

The setting is very well organised and practitioners work extremely well as a team to provide a happy and stimulating environment for the children. A strong emphasis is placed on children's safety and security, subsequently children play and work feeling safe and secure. Practitioners have an excellent understanding of

the settings child protection policy and local safeguarding children procedures. They are aware of the reporting procedures to follow if abuse is suspected, and the necessary documentation is in place to support practice. There are comprehensive procedures in place for the safe collection of children and, in the event of an emergency, there is clear guidance in place to ensure those persons collecting the child are permitted to do so. This ensures the safety and welfare of the children at all times.

There are very robust systems in place to ensure that adults working directly with the children are suitable to do so. The setting ensures all the required checks are conducted periodically so that adults remain suitable to work with children. There are clear procedures in place to ensure those persons not yet vetted do not have unsupervised access to the children. Thorough risk assessments are conducted on a daily basis which identify and reduce possible hazards to the children, thereby ensuring children's safety and welfare is well promoted.

Children benefit from the extremely effective relationships between their parents, carers and the setting. Practitioners talk to the parents and carers on a daily basis, which keeps parents informed about the child's day. Parents receive regular feedback about their children's learning and development, and they can access their child's developmental records at any time. The setting has devised informative information packs for parents and the parents' area at the entrance of the premises keeps them informed of the written policies and procedures. Parents' suggestions are welcomed and parent representatives have been nominated in order to collate and present the views of the parents within the setting. Parents provide written information about their children's individual needs including any special educational needs or cultural and linguistic requirements. Discussions with parents reveal that they are very pleased with the service offered and their children are learning, developing and happy. Others state that they are so satisfied with the setting that siblings are now attending. The setting has developed close links with the local schools and complete transitional documents when the children leave their setting. Teachers and head teachers are invited to attend the setting's performances throughout the year. In addition, practitioners visit the local schools and other early years settings as a means of exchanging information about practice issues, so that outcomes for children can be further developed and enhanced.

Children are cared for in a very warm, welcoming and child-friendly environment, where their individual needs are met effectively. There is an extensive range of very good quality furniture, toys and equipment available to the children which are very well maintained. The environment is organised so that children can make choices in their play. For example, resources are easily accessible to the children, as they are stored at low-level.

Since the last inspection the management team have put into effect many positive changes that have been reflected in the outcomes for children. They are committed to ensuring that the practitioners within the setting are provided with good opportunities to attend various courses offered by the local authority and to seek further professional training. This enables them to further develop their knowledge and skills in order to improve the children's learning experiences. The

systems for self-evaluation are successful and the setting has sought the views of parents and carers via questionnaires. Parents, carers and children are able to make positive contributions to how they would like the service to be improved. For example, the setting introduced an early drop-off facility to help those parents whose older children start school earlier. In addition, the outdoor area was developed and the children and parents were able to contribute their views as to how they wanted the garden to be enhanced. The setting works closely with the local authority advisor in order to identify and address areas for future development. It has effectively met the recommendations set at the last inspection, thus outcomes for children have greatly improved.

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

All children within the setting make extremely good progress in their development. The children are highly motivated, engaged and involved in activities. Practitioners have a comprehensive knowledge and understanding of the Early Years Foundation Stage and how children learn and progress. Assessments are very thorough, and there are several systems in place to monitor children's achievements, learning and development, all of which are used to plan for the next steps in children's learning. Practitioners encourage and respond to children's interests and extend these through activities and discussions. For example, children recently took an interest in the life cycles of animals and this developed further with them.

The setting encourage children to be independent and involved in a variety of stimulating and challenging activities. Children enthusiastically access the equipment and resources available. For example, two children took great delight in pretending to be teachers as they made up elaborate stories whilst looking through the books. In addition, children's communication skills are extensively supported by practitioners who skillfully pose open-ended questions which extend children's vocabulary and thinking. Children are confident speakers and engage in conversations with each other and adults. For example, children talk about 'The Titanic' and practitioners extend this further and engaging in lots of discussions with the children. The environment supports children's understanding that print carries meaning as labels identify many of the objects within the setting. The setting recognises that this could be further developed to display words in the home languages of the children in attendance.

The children are developing self-confidence and self-esteem as they contribute to discussions and express their own views and thoughts at circle time. For example, the children delighted in recalling their journeys through the snow to get to the setting. Children are provided with a wide range of meaningful resources and visual images that reflect positive images of people, such as puzzles, books, atlases, small world people, photos of the children and posters. Previous topics have taken place in relation to 'all about me' where the children are encouraged to use creative materials to represent images of themselves. These resources and activities increase the children's awareness of diversity and understanding of

others within the wider community. In addition, the setting celebrates a range of festivals such as Christmas, Chinese New Year and International Days and World Culture Day. Children speak a number of languages, including Farsi and have stories are read to them in their home languages. This helps the children to feel valued and included.

The children's problem solving and numeracy skills are developing well, as practitioners' support and encourage the children in this area. Many of the more able children are able to accurately identify similarities and differences in shapes and children enjoy counting their peers and teddies in their group at circle time. Children have many opportunities to hear mathematical language as it is routinely used throughout the day. For example, during the cooking activity the practitioners talk to the children about too much, too little, too big or too small. Children also take part in simple experiments which help them to understand the cause and effect of their actions. For instance, they test to see if objects, such as plastic boats and metal cars, will float or sink when put in the water tray.

Children's behaviour is of a consistently high standard. They have a good understanding of the boundaries and behavioural expectations of the setting and share and take turns well. They are learning to be respectful of one another and to be aware of each others feelings. This is due to the sensitive and calm manner in which practitioners approach children's behaviour. Practitioners have a great deal of respect for the children and this is influenced in the children's behaviour and the calm relaxed atmosphere created by the practitioners.

Children enjoy regular fresh air and exercise. The garden is well organised which enables them to extend their physical skills. They confidently run around and develop an awareness of the space around them. The outdoor area is used as an extension of the indoor area. For example, writing materials and tools are available and well utilised by the children whilst in the garden. In addition, the children are learning the importance of their own personal health, as discussions take place with the children about the need to keep themselves warm in the cold and snowy weather conditions. Children also learn how to wash their hands thoroughly, as conversations take place with the children about the need to use soap and water and picture cards also support this practice and offer visual clues to the children.

Children are learning the importance of how to keep themselves safe. For example, fire drills are routinely conducted; this ensures that children know what to do in the event of a fire. The children are extremely well supervised due to the excellent deployment of the practitioners, who are either seated at activities with children or are close by to offer support when required.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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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