

Sure Starters Nursery

Inspection report for early years provision

Unique reference number EY275898
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Inspector Adelaide Griffith

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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

Sure Starters Nursery opened in 2004 and operates from two rooms in purpose built premises. The nursery serves the local area and has strong links with local schools. The nursery is part of a Children's Centre. Services include family support, health support, a library link worker and adult education classes. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday from 8am to 6pm for 51 weeks of the year. The nursery offers full day care and sessional care. Children are able to attend for a variety of sessions. A maximum of 44 children may attend the nursery at any one time. There are currently 37 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for two and three olds. The group supports children with special educational needs and/or disabilities.

The nursery employs 16 members of staff, all of whom hold appropriate early years qualifications to at least NVQ at Level 2 and above. The early years coordinator holds a degree in Early Childhood Studies. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children in the Early Years Foundation Stage have many opportunities for learning and development. On the whole, staff are very skilful at promoting learning. Children's welfare is expertly safeguarded and their individual needs are extensively met. The firm commitment to maintaining continuous improvement has resulted in many changes with very positive outcomes for the children. The self-evaluation process is integrated into practice. The staff and management work extremely well with parents, other early years providers and agencies to ensure that children get the support they need. The continuity of care and learning enables children to make remarkable progress from their starting point.

What steps need to be taken to improve provision further?

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

- review systems to develop further all staff's knowledge and understanding of the Early Years Foundation Stage to fully exploit all learning opportunities.

The effectiveness of leadership and management of the early years provision

The nursery benefits from exemplary leadership and management. There is a very strong emphasis on safeguarding and procedures are rigorously implemented to ensure that staff are suitable to work with children. Staff are well informed about their responsibility to protect children and the procedures to be followed in the event of concerns. Children's safety is paramount and ensured because of steps taken. For example, there is controlled access to the premises and internal doors are activated by fobs which are carried only by authorised persons. Comprehensive policies are available to underpin the safeguarding of children's welfare. All records required for the efficient running of the setting and to meet the needs of children are available.

The management have a very strong sense of purpose and are passionate about fulfilling their vision. This is to develop an enhanced provision that supports children and vulnerable families effectively. For this reason all staff contribute to the extensive self-evaluation process. Children's views of activities are monitored at the end of each session and the setting is responsive to suggestions from parents. For example, all adults now wear slippers or protective footwear in the baby room to maintain a more hygienic environment. There is a culture of continuous professional development. To illustrate, most members of the management team have achieved graduate status or are working towards degrees. Other staff have attended courses and this ensures that current initiatives are applied confidently in their work with children. Although the outside play area is very well resourced there are plans for further development to extend children's learning fully in all situations. Frequent reviews of children's learning have identified the importance of obtaining additional resources to extend skills in problem solving, reasoning and numeracy. The management envisage that sustainable and continuous improvements can be made in this area to provide a firm foundation before children leave for school.

The staff work extremely well in partnership with other providers. Close links with adjacent nursery school are maintained by sharing some facilities. There is consistent sharing of information with childminders to ensure that children's well-being is effectively promoted. The staff are commendably guided by external agencies, to implement strategies, that support children with special educational needs and disabilities. The management and staff are dedicated to providing an inclusive service for all children. This is significantly reflected in the collaborative work of all professionals who support the seamless delivery of care and learning to children.

There is an ethos of motivating children to achieve and parents are highly valued as equal partners in their child's care and learning. Staff have worked consistently with parents to develop speech and language skills. This is guided superbly by support from specialist staff. Children's development is enhanced because they benefit from the input of external agencies, including an artist and a librarian. Specific programmes are implemented to drive the attainment of language skills.

Parents are extremely satisfied with their child's progress at the setting. They enthuse about the friendly staff and their willingness to listen and agree strategies to manage children's behaviour and other aspects of their care. Parents receive a welcoming pack when children start and a parents' board displays information that helps them to keep abreast of activities and events in the nursery.

All children are highly valued and their individual needs are addressed as agreed with parents. Activities are adapted skilfully to allow all to participate according to their ability. The setting is an enabling environment where children have unhindered access to resources. Positive images, welcoming signs and numerous photographs give all children and families a sense of belonging. Staff are deployed effectively to support children's care and learning.

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

Children make considerable progress in this setting because the staff are enthusiastic and support learning very well. Children's exploratory skills are encouraged because they have ample opportunities for sand play, for prodding and shaping malleable materials. Learning is expertly interwoven with play as they explore scientific concepts, such as, floating and sinking in the 'dazzle pool'. There is a very strong commitment to promoting children's language skills. This is successful because staff skilfully communicate with all children and the print-rich environment reinforces their awareness of letters. Children demonstrate understanding of the conventions of conversation, as they take turns at asking and answering questions and also wait for responses.

Children confidently choose resources and take the initiative in developing their play. They have built strong bonds with staff and this is reflected in their interaction with adults. For example, children ask staff for guidance to use programmable resources such as cameras as often as required. Babies cuddle against staff and this reflects their sense of security. The staff create a calming atmosphere where children take as much time as they need to achieve an outcome. Children remain focussed and express delight during problem-solving activities, such as, completing puzzles. They successfully repeat activities with their peers and adults. Adults acknowledge children's effort and achievement with generous praise. Children demonstrate their understanding of the world around them through imaginary play. For instance, whilst preparing meals they request hot beans and count cutlery in the basket, which they carry around. Children enjoy their time at the nursery immensely because the staff are actively involved in their play and often follow the children's lead.

Staff are committed to children's learning and development. For this reason observations are carried out frequently and used to inform the planning of

activities. All areas of learning are addressed consistently to ensure that children have a worthwhile learning experience. Most staff have a well-developed understanding of the Early Years Foundation Stage. However, a few are less skilled at using the early years framework. Therefore, in some instances opportunities to maximise children's learning are not sufficiently explored. Nevertheless, key workers know their children well and are alert to their needs. They are especially sensitive when supporting children with special educational needs and disabilities.

All children play outside on a daily basis. They have access to several areas that are imaginatively planned to maximise outdoor learning. The willow tunnel promotes spatial awareness and excitement when digging for hidden treasure. Play equipment in the adjacent setting, is used to promote large muscle skills by climbing. Children are learning to recognise different fragrances and textures through play in the sensory garden. Babies benefit from a vast selection of resources that are used by the staff effectively to promote their sensory development.

The routine is tailored to children's individual needs with time for sleep and quiet activities. Children are effectively protected against infection because individual bedding is stored securely and washed frequently. Rigorous procedures ensure that equipment and surfaces are maintained in a clean condition. Children are learning to keep safe by obeying rules not to run indoors. The staff are commendable role models who talk to children politely and this encourages them to treat their peers with respect. Meal times are social occasions when children sit at tables with the staff who encourage eating. Children are very well behaved and show regard for others by sharing and taking turns during activities. Consequently, children maintain concentration and this contributes to an enabling environment in which they consistently develop skills for the future.

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

The quality of the provision in the Early Years Foundation Stage	1
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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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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