

# Sutton Heath Childcare Centre

Inspection report for early years provision

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**Unique reference number**

251689

**Inspection date**

15/06/2011

**Inspector**

Deborah Kerry

**Setting address**

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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

Sutton Heath Childcare Centre is located on Ministry of Defence property at Sutton Heath near Woodbridge, Suffolk. It opened in 1993 and operates from a secure building attached to the community centre. Children have access to a secure enclosed outdoor play area. The centre is accessible to all children.

A maximum of 72 children may attend the childcare centre at any one time all of whom may be on the Early Years Register. There are currently 70 children attending who are within the Early Years Foundation Stage. The nursery opens from 8.45am to 3.45pm each weekday during term time only. Children are able to attend for a variety of sessions. The childcare centre is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The centre provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The centre employs 14 staff. Of these 13, including the manager hold appropriate early years qualifications or are working towards a qualification. There are three regular volunteers that work in the setting. One member of staff holds Early Years Professional Status. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development in the Early Years Foundation Stage is effectively supported by the experienced and well-qualified staff. The staff know children's individual needs well and through regular observations, the next step in their learning is clearly identified and provided for in the weekly plans. The setting has developed excellent relationships with the majority of parents. They have excellent relationships with other providers and seeks support and advice from other professionals to ensure that each child's individual needs are fully understood and can be met. The setting has in place clear procedures for evaluating and monitoring their good practice and has identified areas for improvement to benefit children's ongoing learning and development.

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

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

- develop partnership working further to provide opportunities for parents to share their children's achievements from home and add comments to their progress records.

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

The centre has clear policies and procedures regarding safeguarding children in place to ensure children's welfare and safety is fully enhanced. Details for staff to follow should they have concerns are clearly displayed in each room, further promoting children's welfare. The centre has clear procedures for the emergency evacuation of the premises to ensure that children's safety is a high priority. Comprehensive risk assessments on all areas reflect the centres commitment to ensure children are protected from any potential hazards. The emergency evacuation of the premises is practised on a regular basis. This ensures that children's safety is a high priority. Children are taken on regular outings and staff ensure that children's safety is paramount when out walking or visiting places within the local community.

The childcare centre has excellent relationships with the parents of children that attend. They speak very highly of the care and learning provided for their children and the good progress that they have made in their development. All parents spoken to say that they regularly view their child's learning journey record and add comments to reflect their involvement in their child's early education. However, there are some parents who are not involved with their children's education in this way. Parents can become a trustee member or join the fund raising committee and help with organising events to increase resources to benefit their child's ongoing learning and development. The childcare centre has developed excellent relationships with teachers at the local primary school which helps to support children with their transitions. Early Years Foundation Stage teachers visit the centre to meet the children who are due to start in the new term, this helps children to get to know them and can help the transition process. The centre has good links with other providers that children attend to maintain continuity of care for their learning. Information on children's achievements and progress is regularly exchanged so that all those involved are kept up-to-date with their progress and development. The centre sends out questionnaires to parents on an annual basis to obtain feedback on their practice on areas for development to ensure that their needs can be met. The centre provides a 'stay and play' session for parents and for children of all ages where they can get together to meet up with others within the local area. Children can play with a range of resources and equipment that helps to support their development and social skills. Newsletters are sent out regularly to parents to keep them informed of any changes, events or activities being undertaken.

The setting has in place a clear action plan to monitor their good practice which is regularly reviewed and updated to maintain continuous improvement. There is a clear training plan in place for staff development so that their level of qualifications can be improved to benefit children's learning and development. All staff have input with planning activities each week around the individual needs of their key children. The centre has in place a comprehensive range of policies and procedures to support their good practice which are regularly reviewed. Feedback from parents on the centre's practice is obtained through questionnaires, open days and

fundraising events. This knowledge is then used to meet their needs, to develop and improve the centre's practice further.

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

Children are provided with a variety of fruit and vegetables for snacks to promote their good health. Parents can provide a packed lunch for children who stay all day. The centre provides a hot meal if parents prefer which is prepared in the kitchen of the primary school opposite and all environmental health guidelines are fully followed and effectively met. The meals include a range of fresh vegetables and fruit to ensure that children's health is fully promoted. Staff sit with children at snack/meal times and they are encouraged to eat sufficient for their needs and to provide assistance if needed. Younger children are supported in developing their independence and self care skills. They cut up their fruit for snack with plastic knives under staff supervision and pour their own drinks. Staff talks with children about how fruit is good for them to promote their understanding on healthy eating. Children can access the outside play area freely with staff supervision. This enables them to enjoy physical play to support their growth and muscle development well. Children also undertake separate PE activities inside where they learn to move their bodies in different ways to further promote and develop their physical skills. Staff ensure that spills are cleared up to prevent any risk to children's health and safety.

Children access the outside play area throughout the sessions. They have access to a range of large equipment. They can climb, balance, swing and ride on scooters to support their physical development well. There is a willow tree tunnel, wigwams made from natural materials and they can explore the wild garden to look for mini beasts and watch the animals eat the food that they leave out. This supports their understanding on their environment and the natural world. Children learn about the wider world and other cultures and beliefs through a range of activities throughout the year. Where English is a second language, staff seek support from the children's parents to obtain words in their home language to display around the setting. Staff ensure that festivals around children's own backgrounds and beliefs are also celebrated. This ensures that children are able to learn about their own and the heritage of others. Children are learning expected codes of behaviour, as they display good manners to each other and staff during the sessions. They are learning to tidy away resources at the end of a session. This helps children to learn respect for their environment and how to care for their resources.

Children are provided with a wide range of resources and activities to fully promote their learning and development. Resources are set out in open, low-level shelves. This enables children to make choices and self-select resources to meet their individual interests and learning needs. Children enjoy looking at books and listening to stories read to them by staff. This promotes their interest in literacy and supports their early reading skills. Staff ask the children questions and give them instructions to follow. This promotes children's thinking skills and develops their understanding around communication. All children have opportunities to

paint, colour and draw, both inside and in the outside play area. Children enjoy using chalks outside as they draw, then decide to decorate and make marks on their faces. This encourages children to develop their dexterity and to write for a purpose. Children have opportunities to solve problems as they experiment with volume as they fill and empty containers during water play. Children have access to a range of push button and programmable toys that are suited to their development. This helps to promote their understanding on technology and develop their hand-eye coordination.

Staff undertake regular observations on children's individual interests, the next steps in their learning has been clearly identified. Children's learning journey records are updated regularly and children's individual interests and needs are incorporated into the weekly plans to ensure that they are making good progress. Plans show both adult and child-initiated activities, include any areas identified for future learning to support children's continued progress. Children's learning journey records show what they can do, have achieved and are clearly linked to the six areas of learning and show how children are making good progress in their development.

## 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>	2
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>	2
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	2
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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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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