

# Sutton Nursery School

Inspection report for early years provision

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**Unique reference number**

229067

**Inspection date**

15/11/2011

**Inspector**

Lisa Parkes

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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 Nursery School was registered in 1993, however it has been operational since 1980 and is very well established. The nursery is situated in Sutton Coldfield, and operates from two rooms in a former school building adapted for use as a day nursery. The nursery is open from 8am to 5pm. A secure enclosed outdoor play area is adjacent to the building.

A maximum of 60 children may attend the nursery at any one time. The setting is registered on the compulsory and voluntary parts of the Childcare Register. There are currently 85 children on roll. Most of the children live locally. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. Six practitioners work with the children, five of whom have appropriate qualifications to level 3 or above. 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 are provided with exceptional levels of care and make significant progress in their learning and development. The atmosphere is warm and accepting and children are nurtured. The nursery is led by an experienced, motivated and enthusiastic manager who embraces the process of self-evaluation and demonstrates a dedicated approach towards continuous improvement. Children are confident, independent and unmistakably enjoy their time at the nursery.

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

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

- linking the indoor and outdoor environments so that children can move freely between them.

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

The protection of children is embedded in all aspects of nursery life. Arrangements for safeguarding are robust, and the environment is safe, secure and supportive. A comprehensive risk assessment is conducted, and a thorough recruitment and selection process is in place. Promotion of equality of opportunity is at the heart of the nursery's work. All children are valued, and provision for children with special educational needs and/or disabilities is exceptional. Practitioners are committed to promoting children's self-esteem by showcasing their work and showering them with praise. The development of children in relation to their starting points is excellent.

Concerted action to involve parents and carers contributes to improvements in children's learning, well-being and development. Full consultations are conducted at registration and clear and accessible channels of communication aid a successful, two-way sharing of information. A 'Wishing Fish' concept enables parents to share their thoughts and feelings, and suggestions are valued and readily taken on board. Feedback from parents during inspection indicates the extraordinary level of satisfaction they feel, and comments such as 'My child loves it here' and 'Staff are happy, approachable and enthusiastic' reflect the vast majority of their views. A Parents' Forum provides valuable opportunities for parents to help shape the provision.

The nursery works successfully in partnership with others to promote optimum continuity of care. Strong links with the school nursery, and other settings delivering the Early Years Foundation Stage, ensures that transition is seamless. Practitioners routinely liaise with a variety of external professionals, and the nursery has forged an excellent relationship with the local Children's Centre. Children are involved in learning which takes them into the local community, such as supplying harvest hampers to residents in sheltered accommodation, and purchasing fruit and vegetables from the nearby greengrocers. The nursery is proactive in engaging key agencies.

A passionate and cohesive team of practitioners share a common vision to improving outcomes for children and their families. There are clear strengths in all aspects of leadership and management, and actions taken by the management team are well-targeted and carefully planned. In light of this, the manager is currently reflecting on the environment and the deployment of staff to facilitate a free-flow movement of children between indoors and outdoors. Children have easy access to an extensive range of high quality toys and resources. Interaction between adults and children is extremely positive, and makes a strong contribution towards children's learning.

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

Children make outstanding progress and thoroughly enjoy their time at the nursery. The highly stimulating and well-equipped environment successfully reflects children's backgrounds and the wider community. Practitioners successfully build upon children's existing skills and expertly promote positive attitudes to learning. Assessment, through high quality observations, is rigorous and the information gained is used very effectively to guide planning. Relationships are excellent and practitioners are sensitive in their management of children and their behaviour. Children are consistently challenged and motivated by the learning opportunities provided.

The current theme is 'being healthy' and children gain a superior understanding of healthy lifestyles. Children discuss the benefits of healthy eating and describe how 'Milk makes us strong' and 'Bananas give you lots and lots of energy'. They conduct simple surveys relating to their favourite snacks, and make vibrant

pictures using chunks of sweet potato and paint. Children learn about the food chain through planting and growing strawberries and tomatoes, and they help to make biscuits to contribute towards a national children's charity. One child confirms her understanding of this cause with the words 'The money's going to the children who haven't got very much'.

Children engage in a wide range of physical activities and understand the importance of regular exercise. They enjoy regular access to a captivating outside play area where they make music as they perch on logs, and transform giant cardboard boxes into boats. Wholesome, nutritious food is provided and children thoroughly enjoy an exiting menu including lemon sole with diced potatoes, carrots, sweetcorn and fresh bread, and spaghetti bolognese with garlic bread and salad. Children confidently help themselves to fresh water from the dispenser. Children's health, physical and dietary needs are met to an exceptional standard.

Nursery rules are devised in conjunction with the children, who demonstrate an excellent understanding of dangers and how to stay safe. Children are actively involved in risk assessing the environment and review the lighting, temperature and security of the nursery as part of a 'buildings and structures' theme. In addition, they practise the emergency evacuation procedure, learn about road safety and use the large scale play apparatus sensibly. Children respond extremely well to the simple routine which adds pattern to their daily lives, and remind each other to tuck chairs under the table. Practitioners offer warm and responsive care and keep a firm focus on children's individual needs.

Children's behaviour is exemplary. They settle easily, make secure friendships and demonstrate a delightful sense of belonging. The support children receive is personalised, and consequently children are continually happy and engaged. Children develop a dynamic sense of responsibility as they prepare fruit salads, make sandwiches, water the plants, take registers and tidy away their toys. Children gain an excellent sense of the wider world and are extremely well-equipped with the fundamental skills they can use to extend learning. Attendance is very enjoyable and children flourish within a nurturing environment.

## 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	2
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

<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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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