

Sutton Opportunity Pre-School

Inspection report for early years provision

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Inspector

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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 Opportunity Pre-school opened in 1987 and was re-registered in new premises in Beddington Park, Sutton, Surrey in 2011. It operates from a ground floor building designed for childcare provision. There is a large playroom and also a soft-play/sensory room. There are enclosed garden areas for outdoor play. The pre-school is registered to provide 42 places for children aged two years to under eight years at any one time and all of these may be in the early Years age group. There are currently 36 children aged from two to under five years on roll, some in part-time places. The pre-school provides free nursery places for two-, three- and four-year-olds. The pre-school is registered on the Early Years Register and the Compulsory part of the childcare register. The pre-school has a number of children with special educational needs and/or disabilities. The pre-school is open from 9.15am to 2pm, during term time only. There are 11 staff, eight of whom hold an appropriate early years qualification to a level 3. Two staff are working towards a childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children flourish, and relish their time in this pre-school. Staff work diligently to inspire, praise and encourage children to continually develop their skills. A fully inclusive environment is promoted in which every child is recognised and valued extremely highly as an individual. Excellent relationships with parents and outside agencies lead to outstanding continuity of care, enabling children to reach their full potential in their learning and development, overall. Self-evaluation is used extremely well by the management and staff team. This helps to ensure that any priorities for future development are identified and acted upon to constantly improve the experiences and excellent 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:

- enhancing opportunities for children to move more freely between the inside and outside play areas.

The effectiveness of leadership and management of the early years provision

Children are exceptionally well safeguarded. Staff are very clear of the procedures to follow if they have concerns about a child's safety and welfare. Rigorous vetting and induction procedures help to ensure that staff working with children are

suitable. Staff are vigilant about children's safety and very comprehensive risk assessments are carried out on the premises and for each individual outing. All required documentation is in place and very robust policies are used to guide staff in their daily practice. Fire safety equipment is in place and evaluation procedures are regularly practiced. This helps to ensure that children learn how to evacuate the building quickly and safely.

Children benefit from an extremely enthusiastic, dedicated and well qualified staff team, who embrace continued training opportunities. The management and team have very high expectations to provide an exemplary service for children and are relentless in their drive to maintain continuous improvement. Results from parents' questionnaires are also taken into full consideration as part of the evaluation of the setting. The excellent range of play resources and equipment is used very effectively in promoting children's independence and motivation towards learning through play. Children have opportunities to play either indoors or outdoors. This is an area of development to provide children with further opportunities for children to move more freely between the inside and outside play areas.

Inclusion of all children is given extremely high priority within the setting. Staff are very skilled in ensuring that all children, regardless of differences in their abilities, are fully included in all the activities, access resources and enjoy outside play. Staff, parents and outside professionals work very closely together. This helps to ensure that children with learning difficulties and/or disabilities receive one-to-one attention when required. They are provided with appropriate aids, and individual learning plans are followed to help them reach their full potential exceptionally well. The use of sign language enables children with special educational needs and those with English as an additional language to participate fully in all activities. In addition, it helps communication between their peers and the staff extremely well. A superb range of posters on the walls around the room and a wide range play resources reflect positive images of diversity. This helps children learn about and value difference through their every day play.

Very strong relationships with parents are encouraged from the outset. This enables staff, including each child's key worker, to consistently work together to help children reach their full potential, at their own pace and in their unique way. Detailed information is actively sought from parents about their child's required care; medical needs, interests and stage of development when they start and on a regular basis throughout their time at the pre-school. A wealth of information is displayed for parents to view. They also receive regular newsletters giving them information on future events and activities taking place, so they are able to further support their child's learning at home. Parents are invited to meetings with staff on a regular basis to discuss their child's progress. They speak extremely highly of the pre-school provision and of the staff.

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

Children arrive at the pre-school very enthusiastically. They are warmly welcomed by staff who are extremely kind and caring towards the children who form strong attachments to them. This results in the children feeling very secure and safe in the setting. Children's happiness is evident as they excitedly make their way to the resources which are very attractively presented by staff. During the welcome circle time each child smiles with glee as staff and other children sing hello to them. Children eagerly link with their friends and play in the role play area and enjoy dressing up in various outfits. Children really enjoy looking at books as they sit in comfort in the very well presented book area. They have enormous fun as they act out a story read by staff in a large group situation. To increase children's interest in books they are also encouraged to borrow them to take home. The writing table is presented in a very appealing way, which encourages children over to it and enables them to persevere in mark making skills.

Children develop an excellent awareness of religious and cultural festivals through activities, role play and food tasting. Children are provided with many opportunities to develop their creativity through wide range of mediums. They very much enjoy using the easel in the garden to make their own unique pictures. Whilst finger painting, staff use the opportunity to help children learn about colours. Children are beginning to count confidently and they clearly understand numbers that are important to them, such as their age. They enjoy a wealth of activities which promotes their understanding of the concepts of matching, sorting and measurements. Children show great interest exploring sounds, different textures and looking at themselves in mirrors. Children show great enthusiasm as they sing in a hearty manner and delight in doing exercises to music, showing versatility as they move their bodies in various ways. Staff are exceptionally skilful in the way they adapt their questioning and discussions to ensure children of all abilities are well supported and fully challenged in their learning. Children make very good progress in their learning and development in relation to their starting points and subsequent achievements. The excellent key worker system means that children's progress is regularly and methodically observed and recorded. These are then used in planning in response to children's interests and identified next steps of learning. Each child has their own learning journey file which tracks their progress, using observations, photographs and their art work. These are shared with parents who are encouraged to contribute to them.

Children's behaviour is generally exemplary because they are thoroughly enjoying their play and are very well occupied. Any behaviour issues are managed in a sensitive manner by staff who continually promote positive behaviour and children's self-esteem. Children learn about keeping themselves safe, as staff explain to them why they need to look where they are going when riding bikes in the garden, and learn about road safety. Children are developing a very positive attitude towards healthy lifestyles. They love playing on low climbing equipment and riding wheeled toys in the garden. Because the pre-school premises are situated in a park, children have wonderful opportunities to go for walks, observe wildlife and look at the river safely from behind a secure fence. Children delight in

spending time in the large sensory room. Snack time is a very pleasurable learning and social experience for children. They select their own plates and are helped to cut up their own fruit and pour their own drinks. They are provided with a variety of healthy snacks at each session to encourage them to experience different tastes and textures. Children thrive because staff follow highly effective procedures which meet children's medical, nutritional, physical and health needs. The majority of staff hold a current first aid certificate and a number are also trained to administer specific feeding and medication requirements.

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