

The Little Sutton Club

Inspection report for early years provision

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Inspection date	27/02/2012
Inspector	Karen Cooper

Setting address	Harvest Fields Centre, Harvest Fields Way, SUTTON COLDFIELD, West Midlands, B75 5TJ
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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

The Little Sutton Club was registered in 2007. It is run by the Trustees of The Little Sutton Club and operates from a community centre. It is situated in the Sutton Coldfield area of Birmingham. There is a fully enclosed outdoor area available for play. The setting serves the local and surrounding areas.

The setting is open each weekday from 8am until 6pm all year round. Children attend for a variety of sessions. A maximum of 21 children aged from birth to three years may attend at any one time. There are currently 42 children on roll. The setting is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare register. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 12 members of staff who work with the children. Of these, three hold a National Vocational Qualification (NVQ) at Level 4, five hold an NVQ at Level 3 (two are also working towards this) and two members of staff hold an Early Years degree. 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 enjoy their time at the setting and are happy and settled. They have access to a variety of quality toys and resources which help them to make good progress in their learning and development. Positive relationships have been established with parents and excellent links have been formed with other Early Years professionals to ensure children's individual needs are well-met. Policies and procedures are clear, concise and well-organised. However, not all staff are fully secure in their knowledge of some procedures. Systems for self-evaluation are effective and the staff demonstrates a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- improve staff's awareness of their responsibility with regard to food hygiene matters
- develop further staff's knowledge of the procedure to follow in the event of an allegation of abuse being made against a member of staff
- develop further staffs understanding of their role and responsibility; this specifically refers to the complaints procedure.

The effectiveness of leadership and management of the early years provision

The staff have a good knowledge and understanding of how to protect children in their care. They are aware of signs and symptoms of possible abuse and know the appropriate procedures to follow should they have a concern about a child. They have either attended safeguarding training or information has been cascaded from the management team to ensure their knowledge is updated. Robust vetting procedures ensure that staff are suitable to work with the children. The staff are well-deployed resulting in a good standard of care. They group children effectively with key workers in small groups. This promotes consistency of care and enables children to build effective relationships. Children are cared for in a secure environment and the staff have a good awareness of security. They ensure children cannot leave the premises unsupervised and there can be no unauthorised access to the children. There are clear procedures to ensure children are collected only by authorised people. For example, passwords are used when necessary for extra protection. There is a designated health and safety officer who is responsible for checking the premises and clear risk assessments are maintained which cover the whole of the premises to ensure children's safety is fully protected. Indoor and outdoor space is effectively organised creating a welcoming, stimulating and child-friendly environment which allows children to make independent choices about their play.

The management team value the staff who work well together. Staff are committed to raising outcomes for children and are dedicated to improvement and professional development. They regularly attend further training and workshops to update their skills and knowledge. However, not all staff are fully secure in their knowledge of procedures to follow in the event of a complaint made about the setting or an allegation of abuse being made against a member of staff to ensure children's welfare is fully protected. Staff effectively use the self-evaluation process to identify where changes are required and are responsive to suggestions from parents and information gained in staff meetings also feed into the process.

The staff have formed excellent links with the local schools that some of the children also attend and other professionals to ensure progression and continuity of care. They work well with parents and carers, valuing their contributions as partners in their child's care. Parents are encouraged to share what they know about their child particularly when they first start to attend. Regular newsletter and notice boards ensure parents are well-informed of the settings events, and daily communication sheets and the children's individual learning journeys are used as a joint process between the setting and home to ensure that parents are fully informed of their child's developmental progress and care routine. It is evident from questionnaires, thank you cards and letters received from parents that they appreciate and value the staff. Documentation is well organised and stored appropriately to ensure confidentiality is maintained.

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

Children's care and learning is promoted because the staff has a good knowledge of the Early Years Foundation Stage framework and implements this effectively to promote successful outcomes for children. They are committed to inclusion and are enthusiastic about undertaking training, sometimes of a specific nature to support children's individual needs. Children have formed positive relationships with each other and strong bonds are forged with staff resulting in children being happy and confident. The staff clearly demonstrates that they know the children well. They take positive steps to find out what interests each child, and what they can do. They plan a range of exciting activities ensuring there is a good balance of adult-led and child-initiated activities. They observe the children as they play and have implemented an effective monitoring system to ensure children make good progress in their learning and development. Photographs and samples of children's work are attractively presented in individual learning journey's which are readily available for parents and children to view. The staff provide an inviting environment which is organised to enable children to be independent and take initiative as they choose activities and select resources for themselves. As a consequence, children are happy, inquisitive and eager to learn. Good consideration has been given to sources of support for children with English as an additional language and good emphasis is placed on all aspects of children's personal, emotional and social development.

Children show a strong sense of belonging, as they greet each other and staff on arrival. Staff make sure sufficient time is given for children to develop their speaking, listening and mark making skills. During everyday activities, staff encourage children to attempt early writing, they have access to a variety of writing materials and children are showing increasing skill in their emergent writing skills. They are starting to listen attentively to stories and respond to what they see and hear. Staff are skilled in talking to the children, requesting them to repeat words and sounds and they listen well to what the children say. The children show their delight at their reflections in the mirror and competently build towers using the mirror to see where next to place the bricks. They love using musical instruments and toys and acting out familiar nursery rhymes and action songs. Good opportunities are provided for children to join in craft activities, such as, gluing, painting and using various materials for creating collage pictures and shakers. Children are encouraged to show an interest in numbers and counting. They develop their simple mathematical skills through a wide variety of activities including, songs, games and simple solving problems activities.

Children learn about the wider community through visits to the local shops, library and park. They investigate a range of natural materials including sand, water and soil and cooking activities encourage them to explore their senses. Children love using their imagination in role play. They enjoy dressing up in hard hats and fluorescent jackets and imitating builders who they thoroughly enjoy observing working on a building site adjacent to the setting. Children regularly join in fire evacuation practises to ensure that they know what to do in an emergency. They follow good hygiene routines and are beginning to understand when to wash their

hands. There are good arrangements in place to care for children who are ill and all staff are trained in administering first aid. Children develop a good understanding of healthy eating; they are provided with a variety of freshly cooked meals and can access drinking water throughout the day. Mealtimes are relaxed social occasions when children and staff sit together around the table to enjoy their food and each others company. However, not all staff are fully aware of their responsibility with regard to food hygiene matters to ensure children's well-being is fully promoted. Staff are well-informed of each child's individual dietary needs and ensures these are met.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
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

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