

# Surestart Summerfield Childrens Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY336439
<b>Inspection date</b>	01/03/2012
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<b>Type of setting</b>	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

Summerfield Children's Centre registered in 2006. The setting is managed by Birmingham City Council and operates from a purpose built building in the Winson Green area of Birmingham. The centre serves children and families in the local community and surrounding areas. The setting is registered on the Early Years Register and both parts of the Childcare Register. The nursery is registered for 42 children under eight years, of whom no more than 42 may be in the early years age range and no more than 18 children may be under two. There are currently 36 children on roll in the Early Years Foundation Stage.

The centre is open each weekday from 8am to 6pm all year round except for bank holidays. Children attend a variety of sessions. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are nine members of staff employed to work directly with children at the setting, all of whom hold appropriate early years qualifications. The centre offers training for parents, stay and play sessions, advice and drop in sessions, outreach work, health and family support and parents groups determined by local needs.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are provided with a wide range of experiences to enable good progress in their learning and development. Children are confident happy and settled and staff know the children and their families well. The setting has efficient arrangements to promote children's individual welfare, health and safety however, a statutory requirement is overlooked. Partnerships with parents and in the wider context are used to promote a high level of education and care. Strong strategies for self-evaluation enable those in charge to identify the strengths and weaknesses of the provision. Clearly committed leadership encourages constant reflection and positive and continual steps towards improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- collect information about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 01/03/2012

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

- provide babies and young children with regular opportunities to explore a variety of media, such as sand, water and paint.

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

Children's welfare is well protected as staff have a clear understanding of how to implement the procedures should they have concerns for a child's well-being. Staff are extremely confident in their responsibilities for safeguarding children and have high levels of awareness about their settings' policies and procedures and place a great emphasis on safety. The environment in which children are cared for is safe and secure; however a statutory requirement is overlooked. The setting does not consistently collect information about who has legal contact with the child and who has parental responsibility for the child. This is a breach of the specific welfare requirement. The setting has comprehensive risk assessments for inside, outside and for trips out. There are robust vetting procedures for all the adults who work with the children. Fire safety is promoted effectively in the setting through regular evacuation drills which help children understand how to respond to the evacuation procedure. Staff have attended fire marshal training and are knowledgeable in how to manage an emergency situation. Consequently, children are able to play safely.

Partnerships with parents are well established and these make a positive contribution to children's well-being. Parents are kept well informed about the nursery and enjoy regular opportunities to liaise with staff and discuss their children's progress. Parent's views are actively sought and valued through the use of consultation meetings and a comments book. Parents feel involved in their child's learning and are happy that their children are well supported and are making progress.

Leaders and managers consistently communicate high expectations to staff about securing improvement. They routinely make good use of a range of rigorous monitoring activities relating to provision and outcomes. Since the last inspection the setting's outdoor area has been refurbished to include a large canopied area which allows the children to play outside regardless of the weather. Last year the setting achieved the 'Healthy Early Years setting award'. Staff undertake regular training to keep themselves updated and staff cascade their learning to their colleagues during regular staff meetings. Efficient use of resources supports children's learning and development. Staff ensure most resources are readily available, which supports children independence well. The settings policies and procedures are effective and inclusive for the children who attend, they demonstrates a positive attitude to inclusion and offer a warm welcome to all children. Links with other settings and agencies are well-established which means that information is shared to support a consistent approach to children's care and education.

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

Staff have a good knowledge about the Early Yearly Foundation Stage and this is used in practice to support children in their learning. Children are extremely

confident and happily engage with other children and staff. They feel safe in their environment and staff encourage children with frequent praise, kindness and attention promoting their sense of belonging. Children are encouraged to be independent and meet their own care needs with staff providing assistance if required. A healthy lifestyle is actively encouraged. Snacks and meals are well balanced and nutritious and in the main, are enjoyed by the children. Children have regular access to a well-resourced and organised outside area which encompasses all areas of learning and meets the needs of all ages and abilities. They can run and jump, play with large toys and in the 'mini beast area'; they are encouraged to explore and investigate.

Children develop a good knowledge and understanding of hygiene practices, washing hands after the toilet and before meals. They are aware of their surroundings and are competent in moving freely around the setting. Children make a positive contribution as their opinions are sought throughout the day as to what they want to do and when. For example, staff ask 'shall we play in the sand, or do you want to go outside'.

Children enjoy their learning and adults give a high level of support to extend this. Staff take great care in gathering information on the child's starting points, completing regular observations and collecting information about their interests. This information informs the child's individual planning. Consequently children make good progress towards the early learning goals in all six areas of learning. Throughout the day the children are encouraged to develop their counting skills. During snack and lunch time the children discuss how many pieces of fruit they want; commenting 'I've got more strawberries than you'. Resources and displays around the room encourage and enable children to begin to make marks and to recognise colours, numbers and shapes. They explore and investigate using sand and water and 'mark make' in soapy sand. Children enjoy being creative as they make colourful lines with crepe paper. They confidently use scissors and glue sticks to help create their artwork. Children use a selection of tools and discuss the colours and different textures they are about to use promoting their independence and self-esteem. They enjoy a selection of songs and rhymes throughout the day to welcome and settle children.

Children behave extremely well in the setting because the staff give clear explanations and sets appropriate boundaries. The children and staff write their rules, 'kind hands, kind words and share'. Staff use these words throughout the day to support good behaviour. Children are developing a respect for themselves and others and are aware of other cultures and beliefs. This is because setting makes effective use of parental partnerships in promoting cultural diversity. For example, holding an annual party to celebrate 'who we are'. The setting makes good use of books and activities to introduce new ideas and promote diversity.

## 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	2

### 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	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	2
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	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