

The Little Sutton Club

Inspection report for early years provision

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Inspector	Lucy Showell

Setting address	Little Sutton School, Worcester Lane, Four Oaks, SUTTON COLDFIELD, West Midlands, B75 5NL
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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 opened in 1991. The setting operates from facilities at Little Sutton Primary School located in the Four Oaks area of Sutton Coldfield. The setting also has access to fully enclosed outdoor play areas, the school playing fields and school's forest area. The setting serves the local community and surrounding areas and is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The setting is registered to provide care for 45 children in the early years age group. There are currently 31 children on roll in the nursery class, 22 children attending for full daycare and 13 children who attend out-of-school sessions. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting opens five days a week all year round, except public holidays and a week at Christmas. Sessions for the nursery class are from 9am to 3.15pm or 9am to 11.30am in term time only. Sessions for the full daycare are between the hours of 8am and 6pm. Sessions for the out-of-school care are from 8am to 6pm, excluding school hours in term-time and providing a playscheme in the school holidays.

There are 10 staff who work with the children. Of these, one holds appropriate early years qualifications at Level 2 and seven at Level 3. In addition to this, four of the staff already qualified at Level 3 are working towards further qualifications including one Level 3 in Playwork, two Level 4 and one Foundation Degree. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The enthusiastic staff at this setting honour the uniqueness of each child. The manner in which all staff talk about the children is inspiring and demonstrates the dedication and support given to each child. The highly valued relationships with parents and other early years professionals ensure individual needs are successfully met. Robust and comprehensive knowledge and understanding of the Early Years Foundation Stage and the welfare requirements ensures the high quality is meticulously maintained. The accurate systems of monitoring and assessment show considerable capacity for continuous improvement. The proactive identification of further improvements, enables the setting to achieve outstanding quality throughout.

What steps need to be taken to improve provision further?

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

- refining the use of quality improvement processes as the basis of ongoing internal review, assessing the setting's provision against robust and challenging quality criteria that will show the impact on the outcomes for children.

The effectiveness of leadership and management of the early years provision

Staff have confident knowledge of how to protect children. They attend up-to-date training on safeguarding and work proactively and effectively with both parents and other agencies when necessary. Protocols and practice for making referrals and sharing relevant information are comprehensive. This facilitates their ability to protect all children in their care. Rigorous employment and vetting procedures and intensive induction procedures ensure children are cared for by suitable adults. Extensive risk assessments and safety checks are maintained to the highest level and systems for reviewing procedures ensure risks are kept to a minimum. For example, all accident, incident and medication records are audited and appraised monthly to ensure the environment and opportunities on offer ensure a strong sense of security. Children are learning to appraise their own environment and manage risks very effectively. For example, outside they build dens and climb trees in the forest area with valuable supervision and in the bathroom they check that the water is not too hot whilst washing their hands. All policies are developed, monitored and evaluated through an excellent level of involvement from staff, parents and children. They clearly set out how children will be cared for and ensure parents are kept well informed at all times.

The setting is led by well-qualified staff who effectively steer and monitor the nursery to ensure sustainability. The valuable staff supervision and appraisal systems encourage continued professional development and support the clear motivation of an appreciated staff team. They have an extremely positive manner and celebrate each others achievements giving confidence throughout the team. There is an inspired vision with high aspirations shared by the whole setting. The constructive methods of self-evaluation and detailed action plans have been drawn together from a range of quality improvement tools alongside their own quality auditing processes. However, this information is not collated together and, therefore priorities for the improvements identified are not completely clear.

The staff show an exceptional commitment to treating children as unique individuals and meeting all their needs. A range of documentation and informative discussion, evidences how close relationships with children's families and strong links with the community and professionals from a range of different agencies and organisations are established. This ensures that children receive well-coordinated support, both during their time in the setting and when attending school. The setting is highly committed to providing a fully inclusive provision and ensures that all children's needs are met. Whilst there are no children with special educational needs and/or disabilities or English as an additional language currently attending, staff explain how they fully involve the children and proactively seek advice and support. Staff welcome regular visits from outside agencies to improve their

knowledge and abilities to ensure they facilitate their children's needs in an adaptable environment. They explain how the one-to-one support and small group work they provide enables their children to make excellent progress. Careful planning of resources ensures learning activities are open and accessible. Staff ensure a wide range of activities are available to promote children's knowledge of differing cultures and the world around them. An excellent variety of resources, such as, dressing up clothes and role play equipment depicting positive images are used throughout the setting.

There is considerable importance shown to the setting's relationships with parents. Valuable information about the children is discussed at initial meetings and settling in sessions. Key persons share children's achievements during daily discussions, accessible learning records and progress consultations. All families are well-informed and very comfortable within the setting. They are often invited to share their expertise at purposeful sessions or to participate in many cultural festivities and special events throughout the year. These further enrich children's experiences and ensure that they have lots of positive role models. Parents, who made themselves available during the inspection, are enthusiastic and highly complimentary about the setting and highlight the positive impact it has on their children's lives. They share their views and opinions through questionnaires, parents' forum meetings and daily feedback and relish the opportunity to express their delight in the setting.

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

Children's welfare is extensively promoted within this very safe and clean environment. Children are successfully encouraged to develop their own personal hygiene skills, such as, independent toileting and ensuring that they use plenty of soap and warm water to wash their hands. In addition to this, they are supported in developing great understanding of the importance of healthy eating. For example, children choose from the options available at lunch, serving themselves cucumber, lettuce and tomatoes from the salad bar to accompany their main meal. Furthermore, they collect salad, fruit and vegetables they have grown in the garden to use in their meals. Children show excellent independence skills and an impressive level of responsibility for their age, in the way they behave towards each other and work in harmony. For example, children help each other to put on their coats, doing up buttons and zips for their friends and pour their own drinks and clear away the cups when they are finished. The four-year-olds show great consideration for the two-year-olds who are settling in as they ask, 'are you alright?' and say 'you can stand by me in the line!' as they look after them going into the hall for dinner. Staff have clear and considered knowledge of individual children. This is informed by cherished information from parents, systematic and spontaneous observations and ongoing assessments. This is then used efficiently to plan for children's next steps and future learning. Planning is very flexible and opportunities and experiences are skilfully organised and adapted to reflect children's interests and abilities. Children are actively involved in the planning of activities; offering ideas, extending play to their own agendas and are highly confident when expressing their opinions with adults and friends. They receive

plenty of praise and encouragement for their efforts and achievements and are able to explore the opportunities available at their own pace. Consequently, this is a wonderfully child-centred environment which is truly inspirational.

Inside, each room is imaginatively organised providing opportunities for children to explore and investigate the rich and wide-ranging experiences on offer. The rooms are adorned with beautiful displays of the children's work and activities which are ongoing. There is an interactive display where staff have written 'spring wow words' showing what children have said during discussions, this is added to as and when children are proud when something they say is added. They enjoy a stretching session to get all the 'wiggles out' before they sit to listen to and watch the story about a hungry caterpillar transferred on the whiteboard. Children are captivated as they sit beautifully making comments as they watch. They talk with such expression about how much the caterpillar is growing, how much he ate and why he is feeling poorly and explain how eating something healthy makes him feel better. Children get creative as they make Mother's Day cards with individual captions saying 'I love Mommy because...' In addition, they are eagerly experimenting with yellow and blue paint to make green by mixing the colours together with brushes, fingers, marbles and pressing prints. In the role-play areas, children are very excited as they use books, plants, wellies, magazines, gardening tools and gloves in the potting shed or build with various bricks in the 'construction site' remembering to wear their hard hats to keep themselves safe. On the computer, children count and match flowers and choose what they would like to buy from the garden centre online. They are then very excited to print off the receipt and go to the other side of the room to collect theirs from the printer and compare it to the picture on the screen with delight.

Excellent outside opportunities are provided in the well-planned garden, play areas and forest area which are all safe and secure. These areas are eagerly accessed at regular intervals throughout the day. Children are engrossed in their activities outside sharing the equipment well. In the 'garden centre' they take turns to be the shop assistant advising 'customers' on the plants to buy and ringing up the items on the till. In the digging and planting areas, children use trowels and rakes with confidence to turn the soil. They then carefully plant out the tomato seedlings and look at the rain catchers to see if there has been enough rain or if they need to water the plants. They show affection and concern as they gently help the ladybird from the climbing frame to reunite in the bushes with its friends. On the cars and bikes they negotiate around one another even 'pulling over' to stop and ask directions from 'passers-by'. Throughout the day, the children are fully immersed in their surroundings and the richness of the environment which aids children's outstanding learning. The children lead and staff follow, children's ideas are extended and as a result many wonderful learning opportunities are provided. Each child is busy playing in harmony with their friends showing thoughtful consideration and being very helpful. As a result, behaviour and self-control are exceptionally positive. Every child is listened to and each wait their turn to speak in such a respectful manner which is copied from watching staff in their interactions with children. This is a wonderful provision and exudes a real energetic and enthusiastic buzz from the children and staff. Everyone appears so happy and so absorbed in what they are doing which ever direction you look!

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

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

Met