

# Sure Starters Nursery

Sure Start Centre, Brineton Street, WALSALL, WS2 9EP

## Inspection date

Previous inspection date

22/11/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children are encouraged to select resources which are accessible and open-ended. This enables them to move these around and use them in different ways, deciding what they want to do with them and how they will do it.
- Children are encouraged to become independent from a very early age, performing their own tasks, making choices and decisions and expressing their own needs which helps to promote their self-confidence.
- Children are very well prepared for transition within the setting, to other settings and to school. Staff provide high levels of support to ensure that children face change and new challenges confidently.
- Strong partnerships are established with other agencies and professionals ensuring that appropriate interventions and support are provided so that children's individual needs are met.

### It is not yet outstanding because

- At times, questioning with older children is too leading which means there are missed opportunities for children to think and develop their own ideas or to consolidate children's learning.
- Words and labels around the nursery from the different home languages spoken by children and parents are not consistently promoted to full effect by staff to value children's home backgrounds and extend the use of their language in the nursery.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector spoke to the manager and outlined the inspection plan.
- The inspector had a tour of the premises.
- The inspector had discussions with the manager.
- The inspector observed activities during lunch-time in both rooms and had discussions with staff.
- The inspector carried out a joint inspection with the manager.
- The inspector looked at planning and documentation.

## Inspector

Sally Smith

## Full Report

### Information about the setting

Sure Starters Nursery is run by the local authority and was registered in 2012 on the Early Years Register. It operates from two rooms within Alumwell Pleck Sure Start Children's Centre and serves the local area. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am

until 6pm. Children are able to attend for a variety of sessions. There are currently 63 children on roll.

The nursery employs 10 members of child-care staff, all of whom are qualified to level 3 or above. The nursery provides funded early education for two and three-year-old children. It supports a number of children who speak English as an additional language. The nursery receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- enhance current practice in relation to supporting children who speak English as an additional language by increasing opportunities for them to view their home language in the nursery, for example, through signs, labels and displays
- monitor staff practice in order to promote discussion with children which consolidates children's learning, as well as, questioning which is open-ended to encourage children's thinking and communication skills.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff have a good knowledge and understanding of the Early Years Foundation Stage. This is used to plan a generally challenging and varied range of activities across all areas of learning. Children's starting points are discussed with parents and progress is observed, monitored and assessed so that their learning is appropriately supported. Plans are formulated to help move their learning forward, using the 'Development Matters in the Early Years Foundation Stage' prompts as a guide. Children play happily whilst being motivated to learn as staff stimulate their interests through shared engagement. Staff are attentive and respond to babies' gurgles and sounds. Cuddles and reassurance is given, particularly when unfamiliar faces enter the room. Babies show curiosity in what is around them, for example, they crawl over to a basket to peer at what is inside. Young children are attracted to strips of shiny paper and make audible attempts at counting as they pick them up. They are praised profusely by staff and beam with pleasure in response. They persevere with new challenges, such as, opening a clasp on a purse, twisting, turning and releasing it so that they can see what is inside. They take out a piece of paper, peer at it and then attempt to slide it back in the pocket. This proves difficult but rather than intervene, staff observe and allow children to successfully work out solutions for

themselves. One child quickly recognises that by scrunching the paper up, it will fit back in the purse. The child makes connections with her learning saying 'money'. Children play with real materials and resources such as fresh carrots and apples in the home-corner. They use their imagination and investigative instincts as they use resources in different ways, for example, to bury in the sandpit and to roll on the floor.

Children's personal, social and emotional development is particularly well fostered. From a very young age, children are encouraged to be independent and make choices. For example, as soon as they are able, children serve their own food. Staff count how many spoonfuls of pasta and sauce children put on their plate to introduce numbers into everyday situations. Children are able to move freely between the indoor and outdoor environment. This results in good opportunities for outdoor play which is successfully used as a natural extension of the learning environment. Children dress themselves, having all weather suits to wear in inclement weather enabling them to play outside at any time. They happily play in the rain and wind using a variety of equipment to promote their physical development. They clamber on climbing equipment, crawl through tunnels and play hopscotch which helps to develop number sequencing.

Older children enjoy making food for the birds in the garden. They talk about why this is important and take turns in mixing lard and seed together, discussing and feeling the different textures of the ingredients. Children write their names or make marks on labels to attach to their containers but soon realise that due to grease from their hands being transferred to the labels, these will not stick. They consider what else they can use and fetch a reel of sticky tape, attempting to find the end of the tape with their teeth and fingers. This helps them to work out their own solutions to problems. Children take the bird feeders outside and select a branch to hang them from. Whilst children are generally engaged in the activity and appear to have fun, some staff do not consistently ask open-ended questions to encourage children's thinking and help them make connections in their learning. For example, they ask children if they have a bird table in their garden, assuming all children know what these are, rather than asking questions to gauge their understanding or allowing children to develop their own ideas or responses. However, staff plan how the activity can be further extended, for example, as part of the next steps for this activity, a bird watching station with binoculars and reference books will enable children to observe the birds eating their food whilst familiarising them with common species.

### **The contribution of the early years provision to the well-being of children**

A well-established key person system is in place which ensures that children are content and form secure attachments. Staff are very sensitive to the needs of children as they settle in to the nursery environment. They quickly establish children's likes and preferences and ensure that these are taken into account at every opportunity. For example, a child takes great comfort from the feel and texture of ribbons so the child's key person ensures that she has a bunch in her tabard pocket when the child arrives. This shows that caring relationships are established with children and they are cared for according to their individual needs.

Children recognise their own personal needs and carry out tasks independently. For example, one child comes in from the garden and says 'I need a tissue cos I've got a runny nose'. Children clean their own faces and hands after they have finished eating, aided by a mirror which they look at to ensure they have done the job thoroughly. Children help each other, for example, one child says 'look you have got a bit on your mouth'. Staff reinforce and extend by saying, 'yes look you have some crumbs on your top lip.' Children learn about healthy foods and the importance of good oral hygiene, brushing their teeth after meals. Healthy eating is strongly promoted within the nursery and strong links are made with partner agencies and professionals to promote this to children and parents. Physical exercise is regularly promoted inside and outside and further enhanced as the outdoor environment is readily accessible. Safety is well promoted through everyday routines and planned activities such as 'safety week'. Children learn how to stay safe whilst inside the nursery, at home and when out and about.

Staff continually review the children's environment and this is currently being scrutinised to ensure that it is very child focused. Staff access training which continues to have a very positive impact for children's learning, development and helping to develop a sense of belonging; improvements made as a result of training now ensure that photographs of family members and displays of children's work are placed where children can see these. Role-play, mark-making and reading areas are being developed and expanded and children's independence is promoted from the onset. Staff recognise that making choices is key in supporting children's interests and desire to play and learn so resources are placed at their height or easily within reach.

In general, diversity is promoted within the nursery through discussion, food, music and resources. However, although staff are quick to challenge discrimination and there is an appropriate commitment to promoting equal opportunities within the nursery, there are limited signs, symbols and labels displayed within the playrooms which reflect the diversity of children attending the nursery and the languages spoken. Consequently, children do not have opportunities to recognise familiar words in their home language.

Secure partnerships are established with other professionals and agencies to fully support children and help them reach their full potential. Staff have very good arrangements in place to share information within the nursery, other settings and school so that children's transitions are smooth. Staff reassure children, talking about feelings of anxiety but also about the positive aspects of change which helps to prepare children for new experiences in their lives.

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

There is a strong emphasis on safeguarding, using the robust policies and procedures in place that are clearly understood by all staff and parents. Staff are sound in their knowledge of the signs and symptoms of abuse and their responsibility to report any concerns to the relevant agencies so that children are protected from harm. Safeguarding is always an agenda item at every staff meeting ensuring that it is given a high profile and underpins all areas of practice. Rigorous vetting procedures ensure that all staff working with the children are suitable to do so and effective steps are taken so that their ongoing suitability is assessed at each appraisal. Documentation for the safe and effective management of the setting is regularly reviewed to ensure that it reflects current legislation and best practice.

Children play in an environment where resources are well-organised and practitioners' vigilance means that children play safely. A thorough and robust risk assessment is implemented consistently by all staff to ensure children are safe during their play.

Whilst the manager has only recently taken up her post at the nursery, she demonstrates an ambitious, challenging and determined leadership style. This has created a shared sense of purpose, supportive teamwork and a constant drive to improve all aspects of the provision. The manager knows precisely what the nursery needs to do to improve further. She welcomes staff's contributions, ideas and suggestions helping them to feel valued. Staff enthuse about the training available to them and the opportunities this provides to impact on practice, for example, creating more enabling environments and smooth transitions for children. Staff meetings, regular appraisals and supervision encourage staff to reflect on their practice and identify further and ongoing improvement. The manager is keen to empower staff, delegating roles and responsibilities specific to skills and interests. This helps to improve the quality in all aspects of the provision which has a positive impact on children's learning and development.

A clear set of family values underpins the nursery's caring and supportive environment. Relationships with children's parents, carers and family members are friendly and they are made to feel welcome. Staff establish close, positive working relationships with staff at the children's centre along with other professionals to have a joined-up approach to working and ensuring that children's needs are fully met.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.

Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY446651
<b>Local authority</b>	Walsall
<b>Inspection number</b>	799777
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	46
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Walsall Metropolitan Borough Council
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01922637794

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

