

# Summerhill's Little Treasures

Upper Church Lane, TIPTON, West Midlands, DY4 9PS

## Inspection date

21/02/2013

Previous inspection date

09/02/2009

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- The quality and consistency of teaching is exceptional as staff have an excellent knowledge of how children learn; this is supported through precise and accurate assessment and planning for individual children.
- Excellent leadership and management drives future improvement of provision. Self-evaluation is highly rigorous and reflects the views of all stakeholders contributing to the setting of clear and achievable action plans.
- Partnerships with parents, the school and other agencies, are extremely well developed, ensuring that children requiring additional support or challenge receive focused input in order to make significant strides in all areas of their learning and development.
- Children are highly confident, showing an excellent level of independence and motivation, as result of the organised learning environment and staff's constant evaluation of the practice.
- There is a clear demonstration of how the setting uses accurate data to indicate the rapid progress many children make, particularly in their communication and language development.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities throughout the nursery in both indoor and outdoor spaces, speaking and interacting with children appropriately.
- The inspector spoke with a representative of the governing body, the manager and staff at appropriate times throughout the day.
- The inspector carried out a safety check on the premises.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.

## Inspector

Patricia Webb

## Full Report

### Information about the setting

Summerhill's Little Treasures was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises on the campus of Summerhill Primary school in Tipton, West Midlands and

is managed by the governing body of the school. The nursery also works in close association with the adjacent Tipton Children's Centre. The nursery serves the local area and is accessible to all children. It operates from a self-contained suite within the overall building and has additional access to school facilities. There are fully enclosed areas available for outdoor play accessible from each care base.

The nursery employs 25 members of childcare staff all of whom hold appropriate early years qualifications at level 2 and 3. Additional administrative staff and housekeeping staff are also employed. The nursery also receives support from teaching staff within the school.

The nursery opens Monday to Friday from 8am until 6pm for 50 weeks of the year. Children attend for a variety of sessions. There are currently 104 children attending, most of whom are in the early years age group. Older children are also cared for in the out of school activities which are offered before and after school and during some of the main school holidays. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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

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

- expand children's opportunities to explore and discover the natural environment further by, for example, building on staff interest in Forest School provision and implementing this practice.

### **Inspection judgements**

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

Every child in this vibrant setting is supported in making the best possible progress in the Early Years Foundation Stage. Children are confident, very settled and highly motivated to participate in the wealth of activity and experiences on offer. The quality of teaching is exceptionally strong and consistent. Staff are highly skilled and intuitive when supporting children in fulfilling their potential, taking account of their varying starting points and levels of ability. The management and all staff have very high expectations of what and how children can learn, reflected in the detailed personalised planning and accurate tracking of each child. Staff use the process of observation and assessment in an extremely precise way, targeting children's areas of strength and planning for their next steps to promote their progress.

Staff use very effective questioning techniques to extend children's language skills. For example, a child makes a volcano out of the modelling clay and talks about the 'hole'. The member of staff asks if they know what this is called and the child replies correctly, naming the 'crater'. Another member of staff supports this again as she introduces the term 'lava' to add to the child's vocabulary, extending this to refer to a lava lamp.

Staff are skilled in the use of sign language to ensure that children whose speech and language is emerging can share their needs and communicate effectively. The use of such strategies is expanding to include children using Makaton to communicate with each other and not just in response to adults. Careful and in-depth analysis of children's language acquisition is undertaken using the established language screening tool. The progress is monitored and data collated to demonstrate significant improvements for many of the children over a period of time. This reflects the staff's clear knowledge and understanding of narrowing the achievement gap for children to ensure that they are well-prepared for the move to maintained nursery, full-time school and their future lives.

All children gain an awareness of numbers as staff use counting during song time to introduce each tune and use visual prompts to enable more able children to count directly. Toddlers delight in anticipating the actions in the rhymes and count the three spacemen in the flying saucer, taking their cues from the staff showing three fingers. Babies clap enthusiastically as staff count in the same way. Musical toys and instruments are used effectively to add to the concept and engage the children to sustain their concentration. Older children begin to calculate as they work out how many children are present, and predict how this number will increase as more children arrive.

Children engage in making their own resources as, for instance, they create feely pouches using disposable gloves. They fill the gloves with various materials, such as pasta, glitter and jelly crystals with skill and dexterity. They talk about how many scoops of material are needed and staff sensitively assist individuals with holding the glove open and filling it to ensure that they achieve the task well. Children talk animatedly about the smell of the crystals and how the glove now smells like strawberries. Children develop their senses further as they visit the bubble room within the school and activate the various buttons to emit a range of scents. Babies also visit the room and photographs demonstrate their awe and wonder as they notice the changing colours, moving lights and pat the bubble towers watching the flow of water. Staff analyse such photographs as they record how babies are focusing well and noticing their changing environment.

Parents are extremely involved in their children's learning and development. They share children's 'wow' moments from home, displaying these very special events that have significant impact on children's development, particularly in the prime areas. For instance, a child sleeping through the night is celebrated with as much fervour as another child who has noticed the letter 'P' and connected this to the word 'pumpkin'. This ensures that parents become aware of how important children's learning is in the home as well as at the nursery and promotes the partnership aspect of children's attainment. Parents speak with deep appreciation of the level of feedback they receive. This is delivered daily by the skilled and very approachable key persons and through the various assessments that are completed with parents. They are involved, for example, in the progress checks that are completed with children aged between two and three years so that any additional support

that may be required can be assessed and planned for in a timely way.

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

All staff are extremely skilled and sensitive in helping children to feel settled and develop secure attachments. The induction period for all new children is tailored to meet each child's individual needs. Each settling-in period takes as long as necessary to ensure that a child's needs are known and can be fully met. The setting also tracks children's attendance to ensure that they receive every opportunity to achieve and maximise the experiences on offer.

Children relate extremely positively to their key persons and delight in the attention and guidance that is offered sensitively and very appropriately. Babies snuggle in to their key person's arms, particularly when having their bottle feeds, feeling secure and very settled. Where individual children are identified as benefiting from additional support, this is planned in close partnership with parents and other professionals. This ensures that no child attending will be left behind in their development. Such attention to promoting children's emotional security prepares them for becoming avid explorers as they investigate their environment.

The transition of children through the nursery is extremely well-planned to ensure that children settle well. Wherever possible, children's key persons move through with them to assist in the settling in. Children are encouraged to become independent in their access to activities and in their self-care. This prepares them very positively for their move through to school or on to other settings.

Babies and toddlers actively crawl and clamber on the vast array of furniture and resources, honing their early attempts at walking. All children access outdoor play on a free-flow basis, enjoying their learning as much outside as indoors. Older toddlers manoeuvre bikes and wheeled toys with care, using the undulating surfaces to gain balance and an awareness of using effort to manage the slopes. The nursery is seeking to further extend the outdoor experiences for children by developing forest school style activities, further promoting children's exploration and discovery play. A session in the bubble room becomes a wonderful active session as children and staff engage in gambolling and appropriate 'rough and tumble' play. Laughter and giggles ensue as children seek out staff to help them reach up to place the balls into the tube system and squeal with excitement as the ball re-emerges at the bottom of the maze. This type of activity is replicated outside as children can use plastic piping and the metal guttering to notice how items and fluids move down the slopes in different ways.

Children are very skilfully supported in managing their behaviour appropriately. Staff help children to cope with some strong emotions as they develop an awareness of the needs of others as well as themselves. Individual children, and their parents, receive superb support and guidance in this aspect, where necessary. Staff and parents work together to offer a consistent approach to improving children's behaviour, using a range of strategies, such as marker charts. This provides children with a visual acknowledgement of their

improvement, developing their self-control and self-esteem. Children also become aware of their own safety as they use tools and equipment with care. Younger children are supported in their play to ensure that do not encroach on each other's personal space, thereby reducing the risk of upset.

Children develop an excellent understanding of why it is important to have a healthy diet and engage in physical exercise. They plant and grow vegetables as they become aware of where their food comes from. Freshly cooked meals are thoroughly enjoyed by the children as they tuck in with relish. Many have second helpings as staff monitor the portions and support older children in this as they serve themselves. Babies enjoy their introduction to solids as staff work closely with parents to move them on from bottle feeds to early weaning. Fresh drinks are readily available for all children as they help themselves as they require. Children are given the opportunity to let their lunch settle before they are prepared for their naps. They enjoy active play outside and in the bubble room resulting in a more natural approach to resting after lunch as they are more appropriately tired. Staff monitor children's health carefully noting any rise in temperature and contacting parents at the first signs of any concerns. Children brush their teeth after breakfast and personal hygiene routines are well-honed as staff offer positive role models for the children in such practices.

The nursery places a high priority on children's safety both on and off the premises. Rigorous risk assessments are carried out and these cover many activities the children engage in as well as the areas they access. This ensures that any substances or materials used, that may cause an allergic reaction or be deemed to be of a high risk, are removed and activities adapted. Minor accidents and injuries to children are managed very efficiently as staff hold first aid certificates and ensure that full and detailed records are completed and shared with parents at all times.

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

The leadership and management of this setting is inspirational. The governing body has extremely high expectations of the staff and their practice. The nursery management is continually challenged in its self-evaluation and future plans to strive for excellence, as the governing body's overall ethos is that every child has the potential to be a star. Consequently, staff deliver highly effective practice that supports every child in making the most of their early learning and development experiences, setting them up for life. Excellent support and guidance is given by teaching staff from within the early years department of the school and staff share relevant training days and workshops to hone their practice and knowledge. It is this level of cohesive practice that contributes to the highly consistent programme delivered throughout the setting, further supporting children's transition to school.

Highly professional supervision is provided for each member of staff throughout the year to ensure that targets are set to bring about further improvement. This means that any concerns are addressed swiftly, and consequently, practice is exceptional. There is a very

strong programme of staff professional development to build on individual skills and interest. This motivates staff to seek further training and constantly improve their already strong understanding and practice.

There is an excellent understanding of roles and responsibilities in ensuring that the provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have a robust knowledge of child protection issues and are secure in their knowledge of the procedures to be followed should they have concerns about a child. Excellent partnerships exist between the nursery, the school and the children's centre, as well as outside agencies. This ensures that children and families' needs are known and the appropriate levels of support are sought swiftly and confidentially to improve their lives.

The views of parents and children are reflected in the self-evaluation. For example, staff have taken note of comments from parents regarding the nutritional value of the menus and improvements have been made in response to this. Staff track children's movement around the setting, for example, noting the 'hot spots' where activity and language acquisition is strong. Other areas are then adapted and room layouts changed to maximise this level of active learning. The drive for ongoing improvement is supported by the nursery's use of a range of systems for assessing quality provision including environmental rating scales with the local authority. Staff constantly seek the views of parents in ensuring that children's needs are met. Parents are extremely complimentary about the nursery, commenting on how contented their children are and that they sometimes get upset on the days that they do not attend. They deeply appreciate the way in which they are fully involved in their children's learning and development. They confidently seek advice and guidance from the staff on a range of matters, from behaviour management to potty training, sure of the positive response they know they will receive.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **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>	EY373595
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	821335
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	95
<b>Number of children on roll</b>	104
<b>Name of provider</b>	Summerhill Primary School Governing Body
<b>Date of previous inspection</b>	09/02/2009



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**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.

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