

Sutton Tots Children's Day Nursery

Sutton Tots Day Nursery, 88 Church Street, Sutton-on-Hull, HULL, HU7 4TD

Inspection date	07/08/2013
Previous inspection date	16/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Safeguarding is given high priority. Staff are very aware of how to protect children from harm or neglect. This ensures children are safeguarded well and procedures are understood and implemented consistently.
- The successful implementation of the key person system enhances the relationships with children and their families. As a result, children build strong and trusting firm relationships with their key person and each other.
- Children with special educational needs and/or disabilities are supported exceptionally well. Strong partnerships with parents and other professionals ensure children make good progress in all areas.
- Children settle well, are happy and feel safe to explore and access a varied, stimulating and exciting range of resources and experiences.

It is not yet outstanding because

- There is scope to improve the very good opportunities for staff to discuss their individual training needs through the staff supervision and appraisal systems in place.
- Opportunities to further enhance children's independence are not always frequent enough, for example, by supporting them to pour their own drinks and prepare their own snacks.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 parents and gained feedback and their opinions of the service provided.
- The inspector discussed learning and development, observation and assessment with practitioners and looked at children's individual files.
- The inspector observed, interacted and talked with children inside and while playing outdoors during the inspection.
- The inspector observed snack and lunchtimes.
- The inspector sampled documentation, checked suitability of staff and the qualifications of staff working with children.

Inspector

Caroline Basham

Full Report

Information about the setting

Sutton Tots Children's Day Nursery was registered in 2006 and is on the Early Years Register. It is based in the village of Sutton in the north east area of Kingston upon Hull and is privately owned. The nursery serves the local area and is accessible to all children. It operates from a detached building, which is arranged over two floors and there is a fully enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.15pm. Children attend for a variety of sessions. There are currently 81 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend further staff supervision sessions to provide additional opportunities to enhance the already good practice, for example, by providing staff time to discuss their individual training needs
- encourage and support children to gain confidence and try new things. For example, by pouring their own drinks and preparing their own food at snack time.

Inspection judgements

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

Children are happy and settle quickly as they are supported by staff who know them well. All staff have a good knowledge and understanding of how children learn and develop and use this to provide exciting activities and experiences, which enhance children's learning through play. Very good partnerships with parents are formed and ensure information is shared effectively. This helps to ensure that all children's interests and individual needs are understood, met and adhered to effectively. Parents are actively encouraged to participate in nursery activities and are invited to attend regular parents' evenings to share information with their child's key person. Settling-in information is recorded as children register at the nursery, this helps staff to learn individual care routines and meet the needs of the children quickly and effectively.

Observations and assessments are recorded by staff who then use this information to plan and enhance further learning experiences. This information is then used to help identify areas where children are below or exceeding expectations and their progression since the last assessment. Children who have special educational needs and/or disabilities make very good progress and gaps in learning are narrowed. This is due to the knowledgeable staff working closely with parents and other professionals to ensure their needs are very well met.

Children select and play with a range of quality resources that are easy to access due to them being stored effectively at child level. However, opportunities for children to carry out new skills are not always fully provided. For example, by staff providing opportunities for children to pour their own drinks or prepare their own food at snack time. This does not enable children to further enhance self-care and physical skills as effectively as possible at all times. Staff join in with the children during their play and enhance communication and language development through asking questions and involving all children. They use language that the children understand and can relate to, which is both age appropriate and effective. For example, children play with a tray of jelly mixed with cereals and pasta and pretend to feed it to the small world model animals. Children laugh with delight as they share out the mixture and use the toy tea set to do this. Staff allow the children to take the lead in their play and know when to join in and intervene effectively. Other children climb on the large apparatus and take the toy tools with them to mend and fix it as they use their imagination to become builders. They hammer and pretend to cut the apparatus as they are start to learn and understand how to share and take turns. This enhances their personal and social development as they begin to form friendships with others and play cooperatively.

Older children show excitement as they observe butterflies hatching and discuss the changes they have observed as the caterpillars change because they have followed the life cycle of the butterfly. They discuss what changes have taken place and look forward to releasing the new butterflies into the nursery garden. Staff take the children out into the local community and they visit chickens at the local vicarage. Children are eager to show photographs and explain that they hatched the chickens from eggs at nursery and they now live within the village. These experiences enable children to understand the world around them and the importance of caring for living things.

Children are ready and prepared well for the transition to school as information is shared effectively. Photographs are displayed showing a variety of areas of each local school. Children relate to these and know which photographs show the school they are going to. This helps to prepare them further as they prepare to make transitions to school.

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

The effective key person system supports families well. Staff know their individual key children and their care routines, likes and dislikes. This ensures secure bonds are established and children settle well. Interaction between staff and all children is strong and very close secure emotional attachments are formed within all age groups. Staff know

their individual needs and routines as they work closely with parents. Due to this all children are cared for extremely well. Younger children rest and good sleep routines are in place. The nursery cook prepares a cooked lunch and tea each day and individual dietary requirements are very well met. Information on allergies and special diets is shared and all staff understand the importance of this. Children know routines and enjoy the social snack time as they chat openly together about their birthdays and parties they have attended. This enables children time to relax, socialise and make friendships. Fresh water is available throughout the day for all children to access should they require this. This further enhances their independence and develops their understanding of how to keep themselves healthy.

Older children understand the importance of personal hygiene and wash their hands prior to eating and after personal care routines. Staff are caring and demonstrate being effective role models to the children within their care. They reinforce and praise good manners and behaviour as they teach children to have a good understanding of right from wrong. This is due to all staff having a consistent approach as they teach rules and boundaries that children can understand and relate to. For example, children know to line up and patiently wait their turn in the bathroom when going to wash their hands.

The enclosed small outdoor area is safe and well organised. This area enables children to access fresh air and keep healthy and active, while enhancing their physical development. Children go outside regularly throughout the day and this provides them with the freedom to be physically active while accessing fresh air. Children push scooters and trolleys, play in a ball pool pit and play imaginatively in the raised playhouse. Others enjoy using the hose pipe to spray water down the carefully prepared drain pipe water play area. Children are supported by staff to use coloured hoops to sort balls into sets of colours. Children are supervised carefully by staff and can safely manage risks for themselves. This enhances their understanding of how to access and take age-appropriate risks in the world around them.

Children are supported well as they make transitions from one room to another as they get older. They are introduced gradually and visit the next age group with their key person. A buddy system is in place should the key person not be available. This further ensures children feel safe and secure and helps to ensure visits are happy and a success. Continuity of care is well managed and very effective for all children. This ensures their learning and developmental needs are very well met.

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

Children are safeguarded competently and are cared for by staff that have been fully vetted to ensure their suitability. All staff are very aware of their responsibility in protecting the children within their care. They all complete effective safeguarding training and have clear policies and procedures in place to further support them. Risk assessments are effectively implemented to ensure all areas of the premises are kept safe and are appropriate for use. This ensures any potential risks to children are minimised. The staff fully understand the importance of working closely with parents and other agencies to

ensure the needs of all children are fully met. Children with special educational needs and/or disabilities are cared for exceptionally well and excellent partnerships are formed with other professionals to ensure children's individual needs are supported well.

Planning and assessment are monitored to ensure they are consistent and precise and display an accurate understanding of all children's skills. Educational programmes are regularly monitored to ensure a wide range of experiences are available to enhance children's learning. Parents are asked to complete observations and these are used to develop planning and adult-led activities, which are appropriate and further enhance learning.

Extensive partnerships with parents and other appropriate professionals enable parents to play a full and active role in their child's learning. Parents' views are sought through discussion, open evenings and an open door policy where they are welcomed into the nursery should they have time. Information gained is much valued and is used and taken into account within self-evaluation procedures. Children are listened to and their opinions and ideas are taken into consideration when enhancing the provision. This ensures everyone feels valued and included in further developing the nursery to meet everyone's needs.

Strengths and weaknesses have been identified and the management team works closely together to sustain and further develop the nursery for children. For example, the outdoor area has received considerable reconstruction work and is now more child-friendly and, therefore, offers additional learning opportunities for children. The ongoing supervision procedures ensure staff can highlight any concerns and recognise any special achievements. However, these are not extended as well as possible to further provide extra opportunities to enhance the already good practice by offering staff time to discuss their individual training needs. This means their practice may not always be as current as possible to benefit children's learning even further.

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 action. 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

Unique reference number	EY336116
Local authority	Kingston upon Hull
Inspection number	857100
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	34
Number of children on roll	81
Name of provider	Sutton Tots Day Nursery Ltd
Date of previous inspection	16/11/2009
Telephone number	01482 798008

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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, which are usually the childminder's 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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