

# Summerhill's Little Treasures

Upper Church Lane, Tipton, West Midlands, Dy4 9PS

## Inspection date

30/07/2013

Previous inspection date

21/02/2013

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

1

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

- Children make excellent progress in all aspects of their learning and development, given their varying starting points and levels of ability, particularly in communication and language and their personal, social and emotional development.
- The highly successful implementation of the key person system enhances relationships with children and their families. Children develop very strong emotional attachments and seek out their key persons for reassurance and comfort, gaining the confidence to become independent and active learners.
- The partnerships with other agencies and settings are exceptionally well established and ensure that any family where a child may be identified as benefiting from additional support and challenge receives swift and precisely targeted intervention. This leads to exceptional practice that is worthy of dissemination to other settings.
- Leadership and management is very strong and staff are constantly challenged with regard to continuous improvement, including a very well-established programme of professional development. This means that children experience strong and informed teaching, contributing to the excellent progress they make.
- Excellent use is made of every event to promote children's learning as staff are highly intuitive and take every opportunity to extend, challenge and promote their thinking, building on the characteristics of effective learning.

## 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.

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 lead safeguarding officer for Tipton schools, the managers 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, including behaviour management and complaints.
- The inspector took into account the views of parents from written comments obtained by the nursery.

## Inspector

Patricia Webb

## Full Report

### Information about the setting

Summerhill's Little Treasures was registered in 2008 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:

- extend the excellent partnership working with other agencies and professionals, in order to share the setting's inspirational practice.

## Inspection judgements

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

Children make exceptional progress in this highly stimulating and vibrant nursery. The quality of teaching is extremely consistent and strong and is supported by highly accurate and pertinent observation and assessment that tracks each child very closely. Staff use spontaneous learning opportunities with the same emphasis as on planned activities, to raise children's achievements and enjoyment for learning. For example, children quench their thirst after an energetic play session and start to collect and stack the beakers. When a child places a cup on top of one that still has water in it, the member of staff skilfully

draws their attention to the 'overflow'. Children are asked to consider why this may have happened and what is happening to the top cup as it wobbles on the remaining water. 'It's cos it's floating' comes the child's answer. Such quality teaching sows the seeds for children's scientific thinking as they experience water displacement and cause and effect. Their language is also promoted as staff use complex vocabulary to extend their thinking and problem solving as they make their own play dough. Spoons and cups are used to measure the various ingredients as the children sit and take turns to add, mix and notice the changes to the consistency. They show amazement and awe as the oil and water are added and take effort to mix them together because the ingredients have separated.

Younger toddlers delight in testing out their climbing skills on the wide range of equipment, inside and outdoors. They select their favourite songs and stories using the laminated picture cards, ensuring that all children can make choices and contribute, particularly when language skills are still emerging. Staff use sign language regularly and value and reflect children's home languages in using key words and displaying written signage in the various scripts. This particularly helps children with English as an additional language. Children develop their imagination supported by the enthusiastic and highly skilled staff. A child dons a much loved shocking pink sparkly shower cap to set off with a handbag and complete the 'shopping'. A simple list is drawn up with support from the key person and imaginary money is distributed, in order to purchase the eggs, sausages and milk. Their mathematical development is also very well promoted through the use of such activities.

Children are highly motivated and eager to explore and investigate. They are developing the necessary attributes to support successful transitions to other settings and to full time school as they become independent and ever ready to 'have a go'. For example, during the visit of the 'animal man', children, parents and staff tested out their bravery and confidence as they handled spiders, lizards and millipedes with care. Older children find the reticence to hold some of the creatures, shown by some adults, very amusing. Parents are very 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 example, parents share children's observations, such as noticing that 'stars come out at night time' and recognising the number six on the table in a restaurant. This ensures that parents become aware of how highly children's learning in the home, as well as at the nursery, is valued and contributes to the partnership aspect of children's attainment. The excellent way in which the staff and senior managers work with other agencies and professionals contributes most effectively to identifying and addressing children's individual needs and any concerns. Parents are highly involved throughout any discussions, attending planning meetings where specific programmes may be organised. This ensures that the family is supported in working together with the nursery, so that children make the best progress possible.

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

All children develop extremely close emotional attachments to their key person, seeking them out for comfort and reassurance. Staff work very closely with parents to ensure such relationships are appropriate and supportive, particularly when children move through the nursery or are preparing for the move to school. Children attend to their own self-care needs and understand why following effective hygiene routines is important in keeping fit and healthy. On returning for the 'bubble room', they have drinks of water and talk about how their hearts are 'bumping' because they have been jumping and bouncing. Outside, they delight in joining their older siblings and friends, running up and down the fields. They laugh heartily as they join staff in rolling down the bank, racing to see who gets to the bottom first. Any accidents and injuries to children are managed very effectively as staff hold first aid certificates and ensure that full and detailed records are completed and shared at all times. Children gain a keen sense of their own safety as they know not to run around inside, although, they know they can be more active in specific areas, such as the 'bubble room'. They use tools, equipment and toys with ever-increasing skill and care. For example, they move to a clearer space when using the hoola hoops, so that they have more room and do not bump into other children.

Balanced and nutritious meals and snacks are prepared and children tuck in eagerly, often asking for second helpings. Babies and young toddlers receive suitable levels of support as they start first solids and self-feeding routines, worked out in partnership with parents when they are ready. Transition within the setting is managed very sensitively and each child is supported appropriately in settling in. A parent comments on how staff supported their child in this, easing the child's concerns and those of the parent. This same system is used as children prepare for their move to other settings or to full-time school, with reciprocal visits made to the other settings. This helps children to feel settled and secure as they move through the next big steps in their lives.

Children are very well supported in their social interaction and behaviour. Staff value and respect the fact that children experience strong emotions and help them to develop strategies for coping with such feelings. For example, when two children squabble over some family pictures, the member of staff does not intervene immediately but observes closely to give the children time to work out the situation for themselves. When adult support is needed, the member of staff suggests that the children do different things for a few minutes and then see how they feel. This gives children the opportunity to calm down and think about their actions, rather than being merely encouraged to say 'sorry', when some children may not fully comprehend what that actually means. When children may show behaviour that is completely out of character and unexpected, staff review their individual strategies and focus on supporting a child in understanding why such reactions may not be acceptable. Staff also ensure that quieter children are supported in forming appropriate friendships while becoming aware of their own safety. Where necessary, additional advice and guidance is sought from the relevant agencies to prepare specific packages of support for the children and their families.

Children develop their confidence and independence as they enjoy free access to their environment indoors and outside. Resources are freely available as children select their equipment and manage their own activity. Large cardboard boxes provide endless play ideas as they become a ship, a garage and a den. The willow arch offers opportunities to swing from the branches on natural equipment, as well as children testing out skills on the

small climbing wall on the climbing frame.

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

This inspection took place following concerns about behaviour management in respect of biting within the nursery and the supervision of children. The inspector found that a child was bitten on one occasion while being cared for at the nursery. The management team within the setting acted extremely swiftly to address and investigate the incident. Appropriate action was taken at the time to support all concerned, including working very closely with parents and other agencies. The inspector found that there were no concerns regarding the level of supervision as the nursery operates above the minimum legal ratios of staff to children at all times. All children receive high levels of support, particularly with regard to their supervision and the individual strategies for behaviour management adopted by staff. Rigorous risk assessments are conducted to ensure children's safety both on and off the premises. Staff have an extremely good knowledge of safeguarding issues, working in direct partnership with the school, children's centre and Local Safeguarding Children Board where necessary to ensure all children are protected. Children's safety is further assured through the stringent recruitment and selection systems in place for staff. All adults involved in the operation of the setting have undergone the relevant checks and records are kept to demonstrate this. Policies and procedures inform practitioners of the impact their personal conduct may have on their continued suitability to work with children. A whistleblowing policy is in place to emphasise the importance of children's welfare being everyone's responsibility.

There is a very high commitment to working in partnership with parents and carers and many parents speak highly of the support and guidance they receive and the progress their children make. These include such views as thanking staff for 'the supervision and development our (child) has received in your care'. Some parents express sadness that their child's time in the setting has come to an end as they prepare for school. One comment refers to how 'we won't have any worries about our child going to school because of the fantastic foundations that your team has built'. There are transparent and open policies and procedures for ensuring that any concerns parents may have about their child's care, learning and development, are addressed in a timely and professional manner. Senior managers are always available to speak with parents and any concerns are reported directly to the governing body, that takes an extremely active role in overseeing the quality of the provision.

Highly professional monitoring and supervision is provided for each member of staff throughout the year. This means that any concerns are addressed swiftly and results in exceptional practice. 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 improves their already strong understanding and practice. Staff and managers are constantly challenged about their practice by the governors, in order to drive continuous improvement. Self-evaluation is sharply focused and measurable action plans and targets are set to ensure that practice is highly effective in making sure that all

children achieve to their full potential. Consideration can be given to building on the already excellent systems for working in partnership with other agencies and professionals to ensure that children's needs are quickly identified and exceptionally well met.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY373595
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	930443
<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>	21/02/2013
<b>Telephone number</b>	0121 5202648

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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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