

Sure Starters Nursery

Blakenall Lane, Blakenall Heath, Walsall, West Midlands, WS3 1HT

Inspection date	20/08/2013
Previous inspection date	17/01/2011

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 show superb cooperative skills and are harmonious and considerate to one another as they play. They are developing excellent independence skills which provide them with very good preparation as they move into full-time school.
- The monitoring of the educational programme is of an exceptionally high quality. This ensures that children make excellent progress in the nursery.
- Children thrive in this exceptional, well-resourced nursery where they make rapid progress in all areas of learning given their starting points. This is because children are supported by enthusiastic staff who have expert knowledge and understanding of how children learn.
- The exceptional staff practice, highly reflective self-evaluation and carefully organised environment result in highly confident children who achieve excellent levels of independence for their age.
- The partnership with parents is highly successful as the nursery implements an innovative range of social opportunities for parents and their children. This enables staff to provide extensive support for children and their families, and provide extended support in the home environment.

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 carried out a joint observation of child/adult interaction with the childcare coordinator of the nursery.
- The inspector spoke with the nursery manager, childcare coordinator and staff at appropriate times throughout the day.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.
- 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

Susan Rogers

Full Report

Information about the setting

Sure Starters Nursery opened in 2004 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from purpose-built premises and is part of the children's centre. The nursery serves the local and surrounding areas. It is accessible to all children and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday from 8am to 6pm, Monday to Friday, all year round. The creche facility opens during term time only from 9.30am until 11.30am and from 1pm until 3pm. Children are able to attend for a variety of sessions. There are currently 57 children on roll who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, and one has Early Years Professional Status.

What the setting needs to do to improve further

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

- consider improving older children's access to books and reading materials by storing these where they can be more easily reached.

Inspection judgements

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

A rich and varied educational programme ensures that all children make exceptional progress given their starting points. Staff have an excellent understanding of the Statutory framework for the Early Years Foundation Stage and use their knowledge to plan a range of exciting, carefully considered activities for the children. Meticulous monitoring of children's progress by both key person and management staff ensure that staff are exceptionally vigilant regarding the progress each child makes. This ensures wholeheartedly that the gaps in children's learning are closing and each child is making optimum progress in their learning and development. Staff excel in the support they offer individual children as key persons have a very thorough knowledge of their child's individual stages of development. Learning journeys are highly informative and ensure each child's development is carefully tracked. This enables any gaps in their learning to be promptly identified and specific activities dedicated to provide stimulating opportunities for

their further learning. Staff skilfully observe children's individual responses to activities and add additional challenges, building on what children know. This means that they are thoroughly stimulated by every learning opportunity.

Children thoroughly enjoy exploring the creative home corner where they devise imagined scenarios. Access to proper food and crockery encourages children's imaginative thinking and provides for much more realistic environment. Their confidence is thoroughly promoted as they include others in their play and describe to each other what they are doing. This promotes their communication skills immensely as they practise using newly acquired vocabulary. Children make exceptionally good progress in their communication skills. Staff use clear and well-understood speech as well as sign language throughout their work with the children. This enables children to gain additional understanding of what is happening around them, as well as providing them with an additional means of communication. Carefully planned activities encourage children to listen and make sense of what they hear. For example, a group of children thoroughly enjoy a game of sound lotto where they link noises that are familiar to them in their lives with the correct picture. Children thoroughly enjoy story time where they make their own selection and choose a book of their choice. There is further potential for books to be stored at a lower level so children can reach these more easily.

Children develop very confident physical skills as they expertly ride the newly purchased balance bikes and three-wheeled scooters. Staff provide fully attentive support as children experiment with water and toys. Staff encourage children to be more adventurous in squeezing dribbling and pouring water to create different effects. Children respond excitedly by finding different equipment and receptacles they can use to contain water, providing them with varied experiences. This strongly supports children as they develop their critical thinking skills, and further encourages their confidence and language skills. Circle time provides excellent opportunities for children to sit and listen and contribute with their own thoughts and ideas. They learn to sit cooperatively with their friends, which provides excellent preparation for their moving into full-time school as the next stage in their learning. Children's opinions and responses are all carefully listened to by staff, who use their ideas when planning for further activities.

There is an excellent partnership with parents in place that encourages them to engage with activities in nursery and provides them with further ideas of how they can support their child's learning in the home environment, such as borrowing books and games. Social activities and outings provide activities outside of the normal nursery session and have proved immensely successful in engaging parents and providing them with support in their role. The success of this partnership with parents is used creatively to promote children's understanding of the world around them. Parents were asked to provide photographs of their families and pets, and these promote conversations about the differences in families and provide a much-valued extension for children's communication skills.

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

Attachments are excellent because staff and key persons are warm and caring and know children's individual needs. Key persons take time and use their highly developed levels of expertise to get to know children as individuals and, as a result, children are exceptionally well settled. Starting points for children's learning are identified by careful assessment when they start at the setting. These are done in a corporation with parents to ensure that these are accurate and also that each child's welfare and care needs are fully met. As a result, children are supported from the outset of their time with the provider. This has a very positive impact on the transition into the setting arrangements and into the next room, which is extremely well managed. A strong focus on play and learning in the outdoor environment encourages all children to explore this fascinating and interesting area with great enthusiasm. This helps them to develop many new skills and effectively supports their enjoyment and well-being. Friendships and working together in harmony are clearly evident as children share equipment and recognise wholeheartedly that their play is enhanced when they make friends and include each other in their play. Sensitive and warm staff ensure that children feel exceptionally safe in their care as they are constantly attentive to children's individual needs.

The strong relationships children develop with staff encourage them to be adventurous and to eagerly explore their environment. Children thoroughly enjoy playing hide and seek as they discover areas of the garden that obscure them from the view of other children, which encourages them to think critically and find solutions to problems. Resources are of exceptional quality and constantly updated. Very spacious, well-planned areas provide children with far reaching opportunities in respect of the play experiences. The imaginatively designed outdoor premises provide a variety of ready-made dens and raised areas, which encourages children to be mindful of their own safety. They use these areas to create imagined scenarios and carefully climb up and down these with their wheeled toys. Behaviour management by staff is excellent and children work very closely together and in harmony. They there are sensitive to each other's needs and wait in turn during activities; for example, a child waits patiently for another child to vacate the car she wants to use, and children wait patiently and take turns to serve their food at lunchtime.

Mealtimes are a relaxing, social occasion as children sit in their key groups in the designated dining area and discuss food that is good for you. Staff make additional efforts to ensure that this environment is both calm and attractive, as this encourages children to enjoy their meal as a positive social experience. Children enjoy a highly nutritious and well-balanced menu that has been carefully considered in close consultation with outside agencies. As a result, children thoroughly enjoy mealtimes and gain an excellent understanding of a healthy lifestyle. Visits to local shops provide children with excellent understanding of where they can purchase fruit and vegetables, and food which is good for them. They consider the needs of others as they enjoy their meal, offering each other food from serving dishes and helping to clear away dishes when their meal has finished. The nursery have recently introduced proper crockery and drinking glasses for the older children to use. Well-planned opportunities for children to serve themselves provide them with significantly enhanced enjoyment of their mealtimes.

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

Inspired and dedicated leadership heads a confident and knowledgeable staff team. Through meticulous monitoring, the nursery ensures each child's needs are thoroughly met so that no child is left behind. As a result, children make outstanding progress in all areas of learning and development. The nursery excels in providing support for children who have special educational needs and/or a disabilities as staff are skilled in working with outside agencies. Regular meetings and an active partnership in the team around the child ensure that staff are well informed in respect of children's individual needs. This enables staff to put in place very accurate plans with inspired methods of promoting children's learning and development. There are far-reaching plans in place that measure the effectiveness of the nursery. Team meetings are highly effective as the management greatly values the contribution that every staff member makes. As a result, all plans for further developments in the nursery are extremely accurate and detailed, and meet the wide-ranging needs of children and families. Children's views are actively encouraged at many levels. For example, the nursery has recently refurbished the interior and encouraged children's involvement through choosing colour schemes and floor coverings.

Parents' views and the views of external agencies are eagerly sought by the nursery when planning improvements and further developments, as staff recognise that these are essential as they strive towards excellence in the nursery. There are frequent social opportunities that encourage parents to become involved in the running of the nursery. As a result, parents feel wholly included in decision making and know that their opinions count when plans are formulated in respect of any changes in the nursery. The nursery recognises the value of developing strong links with local schools, and so provides extensive support for older children who transfer when they start full-time school. Continuing links with local schools and other early years settings are highly successful. The nursery provides stay and play sessions in local schools and regularly shares aspects of its excellent practice with other early years settings, both locally and nationwide.

Exceptional safeguarding arrangements are in place as staff have a thorough understanding of what would concern them regarding a child's care. Robust recruitment is in place to ensure that all staff are highly suited for their role. Close working with the family support worker from the children's centre ensures that staff are updated in respect of any concerns about children who attend the nursery. Managers recognise that key staff are the most knowledgeable in respect of individual children's care, and ensure that the relevant key staff are actively involved in safeguarding monitoring meetings for individual children. The excellent support provided for staff contributes comprehensively towards their professional development and high levels of expertise. As a result, staff are confident and are constantly improving on their excellent understanding of children's needs. Training is given high levels of consideration and the nursery invests heavily in providing staff with closely targeted development opportunities. High levels of supervision are sustained throughout nursery practice. Staff work together very effectively as a team to provide each other with peer-on-peer observations, which enables them to fully reflect on their standards of teaching and care. As a result, all staff strive towards excellence in their professional development.

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 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	EY275898
Local authority	Walsall
Inspection number	915447
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	57
Name of provider	Walsall Metropolitan Borough Council
Date of previous inspection	17/01/2011
Telephone number	01922 476698

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: 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.

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.

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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

