

# Surestart Summerfield Childrens Centre

42 Cape Street, BIRMINGHAM, B18 4LE

<b>Inspection date</b>	16/05/2014
Previous inspection date	01/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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

- There a strong partnership with parents as staff ensure they share details of their child's progress and learning regularly and include parents' views in the nursery's plans for improvement.
- The quality of teaching is good and children enjoy a variety of stimulating activities that capture their curiosity. Their critical thinking skills are encouraged as they make good progress in their learning.
- Leadership is strong and effective and staff are committed to offering high quality provision in a secure environment where children are safeguarded effectively.
- All children are warmly welcomed into this friendly nursery and form warm relationships with the staff. Staff provide a supportive environment and children are very settled and happy and display a keen interest in learning.

### It is not yet outstanding because

- There is greater scope to extend opportunities during adult-led play for children to use available resources to create props to support role play.
- There are more opportunities for staff to introduce language during children's activities that describes position, size and shape, to extend children's mathematical knowledge.

## 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 in the two playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager of the nursery.
- The inspector held meetings with the manager and deputy manager of the nursery.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and action plan.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

## Inspector

Susan Rogers

## Full report

### Information about the setting

Surestart Summerfield Childrens Centre was registered in 2004 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is managed by Birmingham City Council. The nursery operates from a purpose built building in the Winson Green area of Birmingham. Children have access to outdoor play areas. The nursery is open each weekday from 8am to 6pm throughout the year, with the exception of bank holidays. There are currently 59 children in the early years age group on roll. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are 10 members of staff who all hold appropriate early years qualifications. There is one member of staff with a qualification at level 7, one member of staff has a qualification at level 5 and the remainder are qualified to at least level 3. The nursery provides funded early education for two-, three- and four-year-old children.

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

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

- extend opportunities for children to use available resources to create props to support their role play
- introduce language during children's messy activities that describes position, size and shape to extend children's mathematical knowledge.

### Inspection judgements

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

Children are progressing well in all areas of learning and development in relation to their starting points. Staff have a thorough knowledge of each child's needs because staff spend time talking to parents about their child's needs and plan for their individual development. Staffs' knowledge of how to promote children's learning and development is secure. They establish children's starting points by collecting information from parents and through their initial observations. Assessments carefully follow children's progress and plan for their development by taking into account their individual learning preferences and planning for the next steps in each child's development. Staff have a good understanding of when to become involved in children's play and support children in making positive choices. A broad range of learning experiences are readily available that allow children to explore and direct their own play. Ready access to the outdoors provides children with further play experiences and physical challenges. Staff provide good teaching and support, so that children's learning is extended through their effective knowledge of each child's stages of development. An enjoyable informal story time is organised with the younger

children as they share books in a comfy area with staff. They discuss what they see in the pictures and talk about what happens next in the story. This extends children's vocabulary and helps them learn about the purpose of text. Circle time encourages older children to sit together in a group and listen to each other. They enjoy singing the song 'heads, shoulders, knees and toes' and successfully use number for a purpose. Staff are skilled at making activities fun and speed up the movements to make this more challenging. Children enjoy a corn flour play activity as they discuss what will happen when they introduce water into the dry powder. They are fascinated as they watch the wet mixture dribble through their fingers and respond enthusiastically by describing what happens and what they see and feel. Children's independence is encouraged as they confidently wash their hands after this activity and help put on their aprons. This prepares the older children well for their move into full time school. However, there is further scope for staff to extend children's understanding of mathematical language that describes position, size and shape.

The outdoors is used effectively to provide children with stimulating challenges so they extend their physical skills and grow in confidence. They learn how to think critically as they work together to build a house from soft bricks. They discuss what materials they will use to make the roof and where the door should be. This encourages children to work together to resolve problems and listen to each others' ideas. Children enjoy making a jumping platform from large building bricks and enjoy the adventure of jumping onto a padded mat. However, there is further scope during these activities for staff to introduce more resources to extend opportunities for them to create props to support their role play. Children confidently climb a grassed slope and develop imaginary scenarios that include each other. Children have ample opportunities to learn about the living world as they help grow vegetables and plants. Staff use effective strategies to support children who speak English as an additional language, so they make good progress in learning English. Staff learn key words in the child's home language and some children are supported by staff who speak additional languages. All staff recognise and value highly the role parents play in supporting their children's learning and development. Parents speak highly of the support the nursery provides and how they are helped in continuing with their child's learning when they return home. Nursery staff work closely with external agencies to access additional support for children who have special educational needs and/or disabilities. Staff are very supportive towards all children's needs and are attentive to any changes in each child's development. Through this they recognise each child's learning preferences and use this effectively when planning for their individual progression.

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

Effective settling-in procedures encourage children to feel safe and enjoy their experiences in nursery. Parents are encouraged to spend time in nursery when their child starts. This enables parents and key persons to exchange valuable information about their child's individual needs. The effective key person system and ongoing reviews and discussions between parents and staff ensure there is strong continuity of care and learning. Children who have just started in the nursery are reassured by attentive staff and encouraged to become actively involved in activities that staff know they like. This, and the effective

deployment of staff, ensures that children feel safe and secure in the nursery environment. Parents feel well supported as a family because key persons spend time getting to know their child and their family circumstances. As a result, children settle quickly and form trusting attachments with staff. Children enjoy nutritious food and snacks that are prepared and cooked in nursery. Staff sit with children and encourage them to discuss the food they eat and which foods are healthy. Children become familiar with the routines in nursery, these include washing their hands before they eat. Their independence is promoted as they help to serve each other their meal and set the table with cutlery.

Staff are vigilant as they supervise children, especially when they play outdoors and use climbing equipment and slides. Staff effectively safeguard children and support their well-being. There are thorough risk assessments in place and action is taken so that risks are minimised. Staff show children how to keep themselves safe and sensitively encourage them to learn about boundaries and behavioural expectations. This enables children to understand how to behave well, consider the needs of others, to share and take turns. For example, children happily take turns on the slide and share the wheeled toys and outdoor play equipment. Staff ensure that children wear protective clothing when they play outdoors and enjoy messy activities. For example, staff make sure that all children regularly use the outside area by providing either waterproof clothing or hats when the weather is hot. They promptly arrange for children to have their clothes changed if they become wet after playing with water. The nursery premises are safe and resources and furnishings are in good repair. Children move freely around the spacious play areas and are well motivated to choose activities they prefer. The premises meet the needs of all children well. For example, there are quiet comfy areas for children who need to rest or sleep and the equipment is well matched to their ages and stages of development.

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

Staff have a good understanding of safeguarding practice and procedures, which ensures that children are safe. Regular training for all staff ensures they are knowledgeable about their role and understand their responsibilities in protecting children. Management and senior staff undertake designated person training, to enable them to support staff if there are concerns regarding a child's care. The regular review of procedures in the nursery ensure these are robust. A generous staff-to-child ratio enables adults to focus closely on children's individual needs and provide reflective support throughout their activities. A daily check of the premises makes sure that children play and learn in a safe environment. There are robust recruitment procedures that ensure that all staff are well suited to their role. New staff are closely monitored and undergo a robust induction process. Staff have regular supervision sessions that support them in their role. Peer observations of staff interaction with the children enable them to move forward with their skills and develop positive professional skills. They have access to regular training and, together with good support from the management structure, this further enhances their skills and confidence. Through this, staff develop as effective professionals who are well supported by their managers. The nursery works closely with other nurseries in the same partnership and

shares aspects of positive practice as a means of driving forward continuous improvements and developments. Regular staff meetings, a documented self-evaluation and action plans provide a clear focus that further promote ongoing improvements.

Parents are continually consulted and included in any developments in the nursery. Regular social events and support sessions run by the children's centre provides further support for parents. Nursery staff work closely with family workers from the adjoining children's centre and are kept updated regarding any additional needs the family may have. The nursery managers are fully aware of their responsibilities and inform Ofsted of any changes to the manager or the registered person. Relationships with parents are strong and staff support them thoroughly in their role through exchanging information and regular reviews of their child's progress. The nursery forms effective partnerships with external agencies so they can access specialist support for individual children and learn from their advice. Partnerships with local schools are developing well. Staff contact the schools that they know children will transfer to and ensure that both the school and parents have up-to-date information on the child when they eventually transfer.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY336439
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	919994
<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>	42
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Birmingham City Council
<b>Date of previous inspection</b>	01/03/2012
<b>Telephone number</b>	0121 675 6401

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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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