

# Summerhill's Little Treasures

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

<b>Inspection date</b>	29/04/2014
Previous inspection date	30/07/2013

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

- Expert teaching across the nursery motivates all children to develop a good disposition to learning. High levels of challenge and systematic assessments ensure all children's individual needs are superbly met. Therefore, children make consistently good and even rapid progress from their starting points.
- Children are very happy and emotionally secure because the key person arrangements support their well-being fully. Children are highly disciplined in their behaviour and develop caring attitudes towards their peers.
- The staff have an excellent understanding of safeguarding and refresh their knowledge constantly. Extremely robust procedures are understood and implemented by staff to keep children safe and secure at all times.
- The extensive drive for improvement ensures that all staff maintain a high level of professional development that enhances their skills to work with the children. This results in high levels of attainment and the commendable promotion of children's well-being.
- The extremely successful partnerships with parents and other professionals ensure children receive the support they need to achieve the best possible progress in their 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
- 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 checked evidence of the suitability and qualifications of the staff working with the children.
- The inspector held discussions with the senior management team, the managers of the nursery and spoke with staff and children.
- The inspector took account of the views of parents spoken with on the day and from information included in the nursery's own parent survey.
- The inspector reviewed documentation including children's records, learning journals and records of attendance.
- The inspector had a tour of the premises.

## Inspector

Adelaide Griffith

## Full report

### Information about the setting

Summerhill's Little Treasures opened in 2008 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a self-contained suite within 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 immediate locality and also the surrounding areas. It opens five days a week, from 8am until 6pm, for 50 weeks of the year and children attend for a variety of sessions. Children are cared for in four rooms and have access to four enclosed outdoor play areas. There are currently 124 children on roll in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. The nursery offers a breakfast club from 8am until 8.45am and after school provision from 3.15pm until 6pm. A holiday club runs every school holiday apart from Christmas. The holiday club is available from 8am until 6pm. There are currently 25 staff working directly with the children, all of whom have appropriate early years qualifications. There are 23 staff with qualifications at level 3 and two members of staff have qualifications at level 2. The nursery receives support from the local authority.

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

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

- consider further ways of using routine activities, such as meal times to extend children's already excellent understanding of the benefits of healthy eating.

## Inspection judgements

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

The very high quality of teaching across the nursery supports children's learning extremely well. Staff are very knowledgeable and adept at integrating areas of learning into activities. In the baby room staff sit on the floor ensuring they are at the right level to support children's learning. They gently encourage children's walking skills and use the mirrors at floor level very effectively to promote children's self-awareness. Staff make learning fun by looking in the mirror with the children. They then challenge them not only to focus on their own reflections, but also to look for the adults. This means that staff very competently build on children's natural curiosity that helps them to explore their surroundings. The staff promote the learning of pre-school children in a commendable manner. They prepare children very effectively for activities by talking about what they know and then move them on by combining various methods. For instance, they encourage children to talk about how flowers grow, to feel the soil and touch the seeds for planting. They guide the enthusiasm of children skilfully to integrate colours and to explain

mathematical concepts, such as the half-full pots. By expertly bringing together the important elements of seeing, touching, listening and speaking staff promote learning holistically. As a result, children confidently demonstrate their understanding of growing flowers, and remind staff that they also need water. They clearly explain that water is available in watering cans and also in the form of rain. Dynamic teaching engages children thoroughly and motivates them to concentrate fully on what they do. Innovative methods ensure younger children under two can contribute freely to activities. For instance, staff hold up illustrated cards with pictures that represent songs. Children's understanding is exceedingly well promoted because they are invited to point to favourites which staff sing and include actions that children copy easily. Therefore, the highly imaginative use of resources ensures children can communicate their interests even though they cannot name the songs. The highly accomplished staff have developed their skills in delivering interesting activities that support all children to make consistently good progress in their learning.

There is a very strong emphasis on promoting children's language skills throughout the nursery. Staff constantly talk to children and use play and learning activities very effectively to extend their vocabulary. For instance, babies learn to make links between their actions of shaking toys and the word 'shake' which staff repeat several times. Staff encourage all children to learn sign language, ensuring they can communicate with the staff and their peers. The early assessment of children's development ensures that all receive tailored support according to their individual needs. Key persons agree specific targets with parents to support all children, including those children who need extra help. They use similar methods at home and in the nursery to promote children's speaking skills. For instance, they allow sufficient time for children to say words clearly when they need help. This shared understanding assists children with less developed language skills to make rapid progress from their starting points. Staff invite parents to contribute fully to the planning by writing anything children do at home on the board. They agree the next steps for further learning after they have discussions. These are also raised at parents' evening when staff share recorded information, such as the progress check at age two. The close working relationships with parents ensure that all children, including those with special educational needs and/or disabilities make remarkable progress in their learning.

Children have ample opportunities to explore their surrounding in the nursery which is very well resourced. The interesting toys and equipment provide good levels of challenge and excite children to develop and sustain their play. For instance, in the pre-school room new children hide animals in the sand tray and spend time retrieving these. Many examples of children's work show that they have developed skills in making marks and painting. Staff use display boards in a highly creative manner to reflect children's interests in stories and support these with children's expression of what they recall. Repetition features very strongly in the learning of phonics and numbers to prepare children for their learning at school.

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

The highly-effective key person arrangements help children to form very strong attachments. Staff nurture children sensitively and promote their sense of well-being

exceptionally well. Babies stay close to key persons who make eye-contact and give gentle support during activities. A successful incentive contributes positively to children's understanding of acceptable behaviour. All children aspire to receive stars for good behaviour and follow the rules very well. Consequently, they are highly disciplined in their play with others and spontaneously comfort peers if they appear distressed. This demonstrates very clearly that children develop caring attitudes and have regard for the feelings of others. Children are fully at ease in the nursery where they move around freely to help themselves to toys and resources when they wish. Therefore, they are emotionally secure and have a sense of belonging because they can follow their interests for play at all times.

Staff pay very close attention to the needs of children to ensure they mirror practice in the home. A flexible approach in the baby room allows staff to fit daily activities and routines around children's individual patterns of care. As a result, children's sleeping habits are continued as discussed with parents. Staff create a calming effect with soft music that contributes fully to the quiet atmosphere while children sleep. This practice supports children to make a stress-free move from home to the nursery. The changeover between rooms within the nursery is adapted to children's individual needs. Staff use a gradual settling-in arrangement that introduces children for short periods to new rooms. They extend the time spent in the new room consistently until children are joining in with activities. Therefore, when children move permanently, they have already grown used to the new routines and have made relationships. In turn, they settle into new rooms effortlessly and are comfortable with staff and other children. The staff work very closely with teachers in the nursery school which is on site. Through learning activities children gain a very good understanding of what to expect when they start school. The outside play space allows children to see others at play in the school playground and look forward to joining them. As a result, children are emotionally extremely well prepared for the next stage in their learning.

Children learn about healthy lifestyles through planned activities. The organisation in the nursery allows them to move freely between rooms and the outside space. This means that children learn equally well during outside play, for example, when they listen to stories. Staff give children very good support to learn about the effects of exercise on their bodies by allowing time for them to run around and to play on equipment. While young children learn to take sensible risks under close supervision when using the slide they develop good balancing skills. Staff give clear guidance to children on keeping safe during meal times, for example, to blow on hot food. However, there is scope to enhance children's already good understanding of the benefits of healthy eating while they eat balanced meals. Children's independence skills are promoted exceedingly well. All children, except for babies and younger toddlers, serve themselves at meal times. Water bottles are well within their reach and labelled with photographs ensuring children recognise their own bottle. Children receive excellent care in the nursery where their emotional well-being is exceptionally promoted.

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

There are excellent arrangements to safeguard children within the nursery because the management team take a robust approach to keeping children safe. They have an extensive understanding of the Early Years Foundation Stage. They have substantial procedures in place to ensure staff are very confident about their responsibilities to protect children. Regular discussions about safeguarding matters ensure all keep abreast of changes in procedures. All staff receive annual training in safeguarding and senior staff are trained for their role as designated persons who lead on safeguarding practice. Parents have a clear understanding of the reporting procedures to be followed if they have concerns about children in the nursery. Very robust recruitment and induction procedures ensure staff have a very clear understanding of their role to work with children. All records required for the smooth running of the nursery and to meet children's needs are available. These include risk assessments for the premises and the handover procedure when parents drop children off and collect them. Staff are deployed effectively to supervise children at all times and the staff-to-child ratios are maintained at a high level at all times. The rigorous implementation of procedures ensures expert practice is in place to meet the safeguarding and welfare requirements.

Comprehensive monitoring and proactive thinking are at the heart of excellent practice in the nursery. All staff are involved in peer observations and the management team oversees this arrangement to ensure feedback to staff is valuable and worthwhile. Therefore, all staff develop an awareness of their strengths and where improvements can be made. In turn, this reflective practice enhances their skills to support children's learning superbly. Meticulous assessments of children's development ensure staff and parents are very clear about the progress children make in the nursery. The commitment to sustaining improvements ensures that staff receive regular training that contributes to their personal development. All staff, parents and children make a contribution to the self-evaluation of the nursery. The management team invite parents to comment on the service they receive and staff make suggestions to change any aspect of the nursery as required. Commendable progress has been made since the last inspection. In particular, the nursery supports other providers who visit regularly to observe excellent practice. Recent changes include the reorganisation of the snack time in the pre-school room. The revised arrangement is flexible and allows children to choose their best time for snack. This means that the children develop self-help skills and take responsibility for some aspects of their personal needs. Staff work as a cohesive team and are highly supportive of colleagues. A member of staff works closely with the special educational needs coordinator to ensure children receive support effectively. This reflects the high priority given to the professional development of the staff to extend their skills to support children. Staff build on their qualifications ensuring they maintain very good levels of support for children's development.

The management team and staff work extremely successfully with parents to promote children's learning and care. Parents receive a wide range of information about the nursery and constant feedback about their children's development and progress. During the settling-in period and subsequently, parents are encouraged to stay in the nursery or to join in with activities. This means that they develop a clear understanding of what staff do with the children to promote their learning. The team work equally well with other professionals, for example, the speech and language therapist and the local authority staff. They follow guidance given by other professionals very well, for instance to support

children who also attend the school nursery. The management team and staff provide a highly-stimulating environment in which children are very happy, thrive and make significant progress in their learning.

### **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>	EY373595
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	966119
<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>	124
<b>Name of provider</b>	Summerhill Primary School Governing Body
<b>Date of previous inspection</b>	30/07/2013
<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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