

The Little Sutton Club

Little Sutton School, Worcester Lane, Four Oaks, Sutton Coldfield, West Midlands,
B75 5NL



Inspection date

Previous inspection date

11 May 2016

13 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Effective teaching engages children in purposeful activities. Staff understand how children learn through play. They plan a good range of activities to help children to develop positive attitudes towards learning. Children's good progress is regularly reviewed and assessed by key persons and the management team. Any gaps in children's learning are quickly identified and addressed.
- Children benefit from being in a safe, secure, well organised and child-orientated environment which supports their independence. They have access to a wide range of age-appropriate toys and resources that fosters their interests.
- Most staff are experienced and have worked at the club for many years. All staff regularly undertake training to strengthen their practice. They use their policies, procedures and self-evaluation to ensure that they continually promote good outcomes for children.
- Partnerships with other professionals are very strong. Staff liaise effectively with external agencies, the host school and local nurseries. They work well together to ensure that all children receive the support they need. This makes a strong contribution to meeting children's individual needs.

It is not yet outstanding because:

- The management team does not consistently ask parents for their views on the quality of the provision or which aspects would benefit from improvement.
- Staff do not fully engage parents in sharing information about what children are achieving at home, in order to fully inform assessments of their progress.

What the setting needs to do to improve further

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

- offer more support and encouragement for parents to share their ideas and suggestions as part of the self-evaluation process
- provide more opportunities for all parents to share what they know about their children's learning at home.

Inspection activities

- The inspector observed the quality of teaching during activities and discussed the impact this has on children's learning.
- The inspector spoke to children and staff during the inspection and completed a joint observation with the deputy manager.
- The inspector held discussions with the senior management team. She looked at relevant documentation, such as the club's self-evaluation and evidence of the suitability of staff. The inspector also looked at children's learning records and sampled policies and procedures.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Karen Cooper

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a robust understanding of child protection procedures and attend training to keep their knowledge updated. They are well aware of who to contact if they are concerned about a child in their care. Vigorous recruitment and induction procedures are used to check that adults caring for children are suitable to do so. The management and staff continually evaluate their practice. They are well qualified and work well as a team. Appraisals and supervision meetings support staff's continual professional development. These have a positive impact on children's learning outcomes. Partnerships with parents are strong. Parents comment positively on the caring nature of staff and on how much their children enjoy attending the setting.

Quality of teaching, learning and assessment is good

Children are motivated to learn and are eager to join in with the activities. Children's starting points are initially agreed with parents. Staff observe and assess children's achievements over time to help improve all aspects of their learning. Staff support children to explore and investigate the natural world. For example, children search for insects during outdoor play and discuss the life cycle of a butterfly. Staff extend children's learning effectively. They encourage children to count the number of legs that a spider has, in order to help develop their mathematical skills. Children are well supported to develop good communication and language skills. They sing number rhymes and have great fun joining in action songs. Older children confidently express their creativity as they paint pictures of their favourite story book character. Younger children enjoy creating pictures of a caterpillar and show a great sense of pride when their achievements are displayed.

Personal development, behaviour and welfare are good

Children are actively encouraged to adopt healthy lifestyles. They make choices from a range of fresh fruits provided for snack times and spend plenty of time in the fresh air. Staff talk to children about their healthy food choices. They sit with children at lunchtimes in the school dining room to encourage social interactions and help prepare them for school. Children are happy, settled and form strong attachments to their key person. Staff regularly praises children for their efforts. This helps promote children's self-esteem and confidence.

Outcomes for children are good

Children develop independence because staff encourage them to make choices about their play and to do things for themselves. They know how to share and take turns. Children's manners are faultless and they learn to respect and value each other's differences. Children make good progress in their learning from their starting points. They enjoy listening to familiar stories and develop good control in holding pencils and other mark-making tools correctly. Children are learning to identify and form letters in their name. They count in sequence and in descending order and match items according to colour, shape and size. All children, including those in receipt of funding, make good progress in their learning and development and are well prepared for their move on to school.

Setting details

Unique reference number	228942
Local authority	Birmingham
Inspection number	854731
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	45
Number of children on roll	64
Name of provider	The Little Sutton Club and Nursery School Committee
Date of previous inspection	13 March 2012
Telephone number	0121 323 4975

The Little Sutton Club was registered in 1991. The club employs 11 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The club opens from Monday to Friday, 50 weeks per year and closes for bank holidays. Sessions are from 8am until 6pm. The club also offers a before- and after-school club and holiday care. It provides funded early education for two-, three- and four-year-old children.

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