

The Little Sutton Club

Harvest Fields Centre, Harvest Fields Way, SUTTON COLDFIELD, West Midlands, B75 5TJ



Inspection date	1 June 2016
Previous inspection date	27 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff are well qualified and know how children learn. From their interactions with children and their regular observations they accurately assess how well they are progressing. They effectively follow up children's next steps for learning and plan a wide range of stimulating activities. Children are excited and motivated to learn and make good progress.
- Partnerships with parents are good. There is a good flow of information between parents and staff about each child's day. Parents have access to their children's records at all times, which keeps them informed of their progress.
- Partnerships with other settings are good. Staff share information with the staff in early years settings about what children can do and what they need to learn next. This helps to prepare children's eventual move to nursery.
- Children are warmly welcomed in the nursery by friendly and caring staff. They develop strong attachments with staff and other children.
- Children learn to manage their emerging self-care skills well, such as washing their hands. They enjoy healthy and nutritious meals and have regular access to outside play. This encourages them to be active and to pursue a healthy lifestyle.

It is not yet outstanding because:

- The performance management system is not yet rigorous enough to ensure that the good standard of teaching is raised to a higher level.
- Staff do not always make best use of all opportunities to develop children's independent skills even further.

What the setting needs to do to improve further

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

- extend the systems of performance management to promote even higher standards of teaching for all children
- make even better use of all opportunities to develop children's independent skills even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of all staff.
- The inspector spoke to the staff and children at appropriate times during the inspection.
- The inspector completed joint observations with the nursery leader.
- The inspector spoke to a small number of carers and reviewed written information provided by parents.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff are knowledgeable about the signs of abuse and neglect and the procedures to follow to protect children from harm. Staff carry out regular checks of the premises so that potential risks are minimised. This helps to promote children's safety and welfare effectively. The manager and key persons work together to effectively track children's progress so that opportunities for early intervention are quickly sought if necessary. Systems of supervisions encourage staff to regularly attend training to further develop their knowledge and skills. This helps to promote good outcomes for children. The manager seeks the views of parents and children and welcomes their ideas and suggestions. Staff carry out frequent reviews of each other's practice and suggest where changes can be made. For example, the layout of the indoor play space is changed to increase children's engagement in their learning.

Quality of teaching, learning and assessment is good

Staff provide a stimulating environment which meets the individual needs of all children in their care. Children make choices in their play from a range of resources provided for them. For example, some choose to play with water and others prefer to read story books. This helps children to actively enjoy their learning on their own and alongside others. Children learn to be imaginative and creative as they explore different material, such as pebbles. Children competently use descriptive language as they shake the pebbles in small containers. They have lots of opportunities to make marks as they learn to safely handle different tools and develop their early writing skills well. Children literacy skills are promoted well. The environment of the nursery is rich in print and children regularly engage in story time with staff. Children learn to count and compare sizes as they build towers with plastic blocks.

Personal development, behaviour and welfare are good

Children are warmly welcomed in the nursery where their emotional well-being is effectively promoted. An effective key-person system is in place. Children's confidence and self-esteem are nurtured through the praise and encouragement that they receive. Staff encourage children to be respectful of others and to recognise their own unique qualities. Children play cooperatively and behave well. Children's move to other early years settings is planned effectively to meet the needs of individual children. This helps to reassure and settle them in their new environment quickly and prepare children well for the next stage in their learning. Children learn to develop an awareness of health and safety through the daily routines, discussions and activities.

Outcomes for children are good

Children are making good progress from their starting points. Their personal and social development are promoted well. Children develop positive relationships with other children and adults. They are inquisitive and eager to learn. Children are creative and keen to share their ideas with others and are confident to lead their own learning. They are gaining the skills needed to prepare them for their next stage in learning and eventual move on to nursery.

Setting details

Unique reference number	EY359419
Local authority	Birmingham
Inspection number	857580
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	1 - 3
Total number of places	21
Number of children on roll	26
Name of registered person	The Little Sutton Club and Nursery School Committee
Registered person unique reference number	RP523038
Date of previous inspection	27 February 2012
Telephone number	0121 3233058

The Little Sutton Club registered in 2007. The setting is open each weekday from 8am until 6pm all year round. Children attend for a variety of sessions. There are 10 members of staff who work with the children, all of whom hold childcare qualifications at level 3 or above.

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