

# Sutton Tots Day Nursery

Sutton Tots Day Nursery, 88 Church Street, Sutton-on-Hull, HULL, HU7 4TD



## Inspection date

14 February 2017

Previous inspection date

7 August 2013

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

- Children respond positively to staff's use of questioning to help challenge their thinking. Staff respond consistently to babies' babbles and early language. This helps them to learn to develop their communication skills.
- Staff help children to build secure attachments with them. They create a nurturing environment, which helps children to feel emotionally secure. Children become confident and successful learners who have a positive approach.
- Children are supervised closely. Staff assess risks indoors and outdoors and on outings. This contributes towards promoting children's overall safety.
- Recruitment procedures are robust and help to ensure that staff are suitable for their roles. The staff team is well qualified. This helps children to make good progress overall.
- The manager offers regular supervision meetings. Staff are well supported to attend training. This helps staff to gain additional knowledge and skills to further promote effective outcomes for children.

### It is not yet outstanding because:

- Staff do not always make the most of opportunities to involve parents and carers in their child's learning, so they can work together to help children to make even better progress.
- Staff are not always consistent in using information from their observations and assessments to plan precisely for what children need to learn next, in order to promote their rapid progress.

## What the setting needs to do to improve further

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

- strengthen the two-way flow of information with parents, encouraging them to share more detailed information about children's capabilities on entry and provide greater opportunity for them to be involved in supporting their child's ongoing learning and development
- consider ways to make better use of information from observations and assessments, so that planning for what children need to learn next is extremely sharply focused.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector viewed all areas of the premises used by children.
- The inspector engaged in discussions with staff and children throughout the inspection at appropriate times.
- The inspector discussed the nursery's self-evaluation and the impact this has on the nursery.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.

### Inspector

Kerry Holder

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate a good understanding of identifying any children who may be at risk of harm. They know the action to take if they have concerns about a child's welfare. Staff implement policies and procedures well in practice. Staff strive to keep children safe and are committed to improving the service for children and their families. Staff have developed good relationships with other professionals, such as teachers from local schools. This supports children well in readiness for their eventual move to school. The manager regularly reviews the quality of the nursery. She has implemented a manager checklist which enables her to continuously reflect on areas that she would like to improve.

### Quality of teaching, learning and assessment is good

Younger children are developing their early mark-making skills. For example, they draw using crayons and make marks in the sand. Children generally enjoy the sense of fun created by staff, which motivates them to play and learn with purpose. Older children learn to take turns when talking and to listen to what others say in group times. Staff support children's mathematical development particularly well and increase their awareness of numbers and size during daily activities. Staff make the most of the outdoor space to help to develop children's physical abilities. For example, they support toddlers as they push them around on scooters, encouraging them to put their foot down and push themselves. Indoors babies crawl and use the furniture to steady themselves. The manager generally reviews children's progress well and ensures that any gaps in their learning close quickly. This helps children to make good progress overall.

### Personal development, behaviour and welfare are good

A well-embedded key-person system helps children to form secure emotional attachments. This contributes effectively towards preparing children for their transitions, both in the nursery and for going on to school. Children's awareness of their local community is effectively developed. For example, children enjoy walks to local parks and they help to decorate the community Christmas tree. Staff talk to children about the importance of safety throughout routines. For example, staff support older children's understanding about road safety by using small-world resources to act out scenarios on a road map. This helps children to learn how to keep themselves safe from harm. Staff and children explore a range of festivals together. This helps children to begin to be aware of people from different faiths and cultures.

### Outcomes for children are good

Children focus well, play collaboratively during activities and are inquisitive and keen to learn new things. They behave well and happily share resources. Children are sociable, and are encouraged to be independent. For example, they help to set the table and serve their own lunch. These skills successfully prepare children for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY336116
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	1064889
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	Sutton Tots Day Nursery Limited
<b>Registered person unique reference number</b>	RP905826
<b>Date of previous inspection</b>	7 August 2013
<b>Telephone number</b>	01482 798008

Sutton Tots Day Nursery was registered in 2006. The nursery employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

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