

The Little Sutton Club

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



Inspection date	1 February 2019
Previous inspection date	1 June 2016

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

- The provider and her staff build supportive and nurturing relationships with children and their families. Children benefit greatly from the individual attention they receive from staff, settle well and enjoy their time at the setting. Staff promote children's health and well-being successfully.
- Staff know the children very well and assess their development accurately. Staff record detailed observations of children's achievements and identify their next steps in learning. Children make good progress from their developmental starting points.
- Staff provide a superb range of experiences that enable children to lead their own play, make choices and find their own ways of doing things. They interact positively with children and encourage them to enjoy their learning.
- Children behave well. Staff are positive role models for children. For example, they actively support children to share, take turns and be kind to others.
- The setting is extremely welcoming and inclusive. Parents speak highly of the nursery and comment on the calming, home-from-home atmosphere. Staff utilise the strong partnerships with parents, outside agencies and links with other professionals to ensure children and their families are well supported.
- At times, staff miss opportunities for the older children to learn more about mathematical concepts to help extend their understanding and ability even further.
- New management systems for tracking and monitoring children's progress are not yet fully implemented, to help staff identify emerging gaps in children's learning.

What the setting needs to do to improve further

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

- make the most of every opportunity to introduce and reinforce children's early understanding of mathematical concepts
- expand further the tracking and monitoring systems to swiftly target any emerging gaps between different groups of children.

Inspection activities

- The inspector toured the nursery, looking at the range of resources available for children to use.
- The inspector observed a planned activity and then evaluated this with the unit coordinator.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with parents and took account of their views.
- The inspector spoke with the provider, staff and children at appropriate times during the inspection.
- The inspector held a meeting with the provider and her senior management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector
Johanna Holt

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The provider and staff fully understand their safeguarding responsibilities. They have a good knowledge of the procedures to follow if they have concerns about a child's welfare. Robust recruitment and vetting procedures are in place to help ensure all staff are suitable to work with children. Staff inform the provider if there are any changes in their personal circumstances that may affect their suitability to work with children. Staff are effectively deployed to ensure that children's needs are met at all times. The provider and staff work hard to create a safe, stimulating and continuous learning environment and provide children with good-quality care and learning experiences.

Quality of teaching, learning and assessment is good

The well-qualified staff get to know children well. They use their observations and assessments to plan activities tailor made to meet children's individual interests. Staff interact well during children's self-chosen play and adult-led activities. For example, children enjoy splashing in the water and giggle as they see the consequence of their actions as everyone gets wet. Staff introduce different resources, such as boats, and this ignites the children's imagination as they start to talk about pirates. They engage well with children, talking to them, asking simple questions and giving children time to respond. Staff attend regular training and the nursery has been recognised as a communication-friendly setting. Staff undergo video-enhanced reflective practice with the unit coordinator, ensuring teaching is of a consistently high standard.

Personal development, behaviour and welfare are good

Staff are kind and caring towards children and make them feel secure. The key-person system is effective. Children have a good sense of belonging and confidently make choices about their learning as they select from a wide range of resources and activities on offer. Healthy and nutritious meals are freshly prepared in the setting. Children learn the importance of eating their vegetables as it helps them to grow big and strong. They follow good hygiene routines as they wash their hands before eating and after messy play activities. Children have opportunities to enjoy fresh air and physical exercise. They regularly take walks to the forest area at their sister setting, going on 'bear hunts'. Children use the local park and go to the farm shop to collect eggs and see the chickens.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress from their starting points. They start to develop the skills they need for their future learning and transition into nursery. All children are active and motivated learners who sustain their interest in a variety of activities throughout the day. Young babies enjoy 'drumming' with wooden spoons on copper pans. Older children explore an under the ocean activity with blue sand and sea creatures, scooping and pouring the sand using a variety of tools. They move on and introduce different resources themselves, which they can easily reach. They start making pretend cakes with the sand, showing good control as they carefully spoon the mixture into cake cases.

Setting details

Unique reference number	EY359419
Local authority	Birmingham
Inspection number	10073974
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	12 - 30
Total number of places	21
Number of children on roll	28
Name of registered person	The Little Sutton Club and Nursery School Committee
Registered person unique reference number	RP523038
Date of previous inspection	1 June 2016
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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