

Inspection of Sutton Outdoor Preschool

Boldmere Gate, Sutton Park, Sutton Coldfield B73 6LH

Inspection date: 19 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, safe and secure in the setting. Their excitement is evident in an environment that is stimulating and engaging. Children show motivation, independence and a desire to learn. Staff encourage children to be confident, resilient and inquisitive. Children have secure friendships with adults and their peers. Relationships forged are based on respect and kindness.

Children have an array of vocabulary and discuss various topics throughout the day. They talk about where bees live, what they eat and how to care for them during a beekeeper visit. Children discover new plant names by using technology and information books. They learn all about their own safety. Staff teach children to be aware of risks in their environment. They discuss risks, such as those posed by dogs, strangers and the sun. They also learn about road safety. Children converse amongst their peers about which plants are poisonous and which are not.

What does the early years setting do well and what does it need to do better?

- Leaders provide effective and up-to-date training for all staff. They encourage staff to follow their own passions. Leaders recognise staff's individual strengths and delegate responsibilities effectively. The team work well together to be reflective and continuously improve their provision. Staff communicate well to ensure their planning provides extended opportunities for all children.
- Staff are knowledgeable about early education and embed this into their everyday practice. They coherently plan to build on what children already know. Children show positive improvement in all areas of learning.
- Children use a range of mathematical concepts throughout the day. They weigh natural resources in pulley string buckets, discuss sizes of leaves and count the number of children each morning.
- Staff have ambitious goals for all children, especially those who speak English as an additional language. Children who speak English as an additional language speak fluently and in full sentences. Staff promote children's language, through everyday discussion, opinion and questions.
- Children understand they are independent learners and can find information out for themselves. For example, children use insect identification flowcharts to establish which minibeast they have found in the stream. They explore the insect answering questions about them and discussing what they see.
- Staff encourage children to use a range of technology to extend their own interests. Children use wildlife cameras to gather information about the forest animals in the area, such as badgers and muntjac deer. They watch videos of a journey down a badger sett and use recording apps to identify bird calls. Children plan out their own adventure walks using detailed park maps.
- Children have an array of opportunities to be physically active. They climb trees,

use a trapeze to swing, and balance on slacklines. Children balance along thick fallen trees and use nets to catch minibeasts in the stream. They draw their own family members on to log circles while making their own boats. Children then attach a 'sail' and have boat races in the stream.

- Children are willing to have a go and are confident in engaging in new experiences. They join in with songs and repeated refrains in stories. Children are mostly engaged in their activities. However, at times staff are not always consistent in their behaviour expectations. This means staff do not give children the full support they need to behave well at all times of the day. At times, this negatively impacts the behaviour of other children.
- Parents are happy with the progress their children are making. Staff provide weekly topic memos, which discuss what the children will be learning. They provide parents with discussions and activities they can complete at home. Staff also provide parents with daily observations and pictures of their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are reflective in their staff training and continually improve their methods. Leaders provide up-to-date safeguarding training and undertake training refreshers every six months. Staff understand procedures and policies if they had a concern about a child. They understand their responsibilities to always keep children safe. They effectively risk assess their setting and are consistently reflective on how to improve. Staff teach children on how to be safe in various situations. All staff have suitability checks and up-to-date first aid training. They have organised and coherent safeguarding records that help to maintain an open safeguarding culture.

What does the setting need to do to improve?

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

- support staff to provide a more consistent approach when managing children's behaviour, to help children to develop skills to regulate their own behaviour and understand the impact their behaviour has on others.

Setting details

Unique reference number	EY557636
Local authority	Birmingham
Inspection number	10175171
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	12
Number of children on roll	20
Name of registered person	Sutton Outdoor Preschool Ltd
Registered person unique reference number	RP557635
Telephone number	07460324244
Date of previous inspection	Not applicable

Information about this early years setting

Sutton Outdoor Preschool registered in 2018. The pre-school is an outdoor provision. The provider employs four members of childcare staff. Two members of staff are qualified at level 3 and one holds qualified teacher status. The pre-school opens from Monday to Friday, term times only. Sessions are from 9am until 3pm. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Sophie Van Harten

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the manager and have taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to children and staff at appropriate times during the inspection.
- The inspector spoke with the leader and manager of the setting and discussed how the setting is organised. The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector observed the quality of education throughout the inspection outdoors and assessed the impact that this was having on children's learning. The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

We carried out this inspection 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.

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