

Inspection of Sutton Opportunity Pre-School

Sutton Opportunity Pre-School, Amy Johnson Children's Centre, Brabazon Avenue, Wallington SM6 9ET

Inspection date: 25 April 2023

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

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this extremely inclusive setting. A well-established key person system helps children to form close attachments and build trust with their families. Children's individual and sometimes complex needs are consistently and meticulously met by caring and professional staff. This helps children to develop high levels of emotional well-being. Children are eager to attend. They are delighted when they are greeted by their key person on arrival.

Staff make sure they have comprehensive information about the children daily. This ensures children's individual, changing needs are understood and the best possible care can be achieved. Parents are very complimentary about the staff and the service offered. They comment that the staff are 'amazing' and their children are progressing rapidly. They report that they have complete confidence that their children are happy and safe.

Children are very motivated to join in and staff have high expectations of children's behaviour. Children are taught the 'golden rules', they learn to be kind, to share and to tidy up. Staff are exceedingly intuitive and take swift and highly effective action to support children's behaviour.

Children learn to manage their own feelings. Staff encourage children's positive attempts at self-regulation. For example, children learn to go to their 'safe place' to calm down or put on their ear defenders when the noise overwhelms them. Staff work diligently to remove barriers to children's learning. This supports all children to make significant progress from their starting points.

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

- The dedicated manager and her experienced and passionate team are deeply committed. They know the children exceptionally well, and the curriculum and care practice are tailored to the needs and interests of the children. Staff are trained to meet any specialised needs and are committed to the well-being of the children in their care. Staff continually develop their skills and knowledge. There is a culture of mutual respect where morale is high.
- There are highly effective partnerships with external professionals and other services. By working closely together they achieve the best possible outcomes for all children. Staff diligently monitor children's progress and any areas of developmental delay. This leads to swift referrals and early intervention.
- Staff are outstanding role models to the children. They provide a very warm and welcoming environment in which children flourish. The support for children with special educational needs and/or disabilities is exemplary. Staff differentiate their interactions to support individual children. For example, they may use sign

language or visual aids. This supports all children to participate in all experiences and promotes language and communication skills.

- Staff help children to understand the world by incorporating their own lived experiences purposefully into the themed activities. For example, a camp is set out. Children learn that lamps help them see in the dark and why barbeques can be dangerous. The staff encourage discussion, recall skills and new vocabulary.
- Staff reinforce children's learning. For example, an animated roadworks role play is set up in the garden. Children earnestly use the road signs and tell each other when to stop and go when playing with the vehicles. The games reinforce the road safety rules that they learned when on a recent outing.
- Children are learning to be independent and relish the role of 'helper' when they set up the tables for snack time. They make choices in their play; they pour their own drinks from small jugs and wash their hands. Children benefit from a range of healthy and nutritious food at snack time. Staff meet the varied needs of all the children with remarkable knowledge and skill.
- Small-group work is offered to develop individual learning aims and to support children's confidence and social skills. The groups are well planned. Children make substantial progress. For example, during the 'bucket game' they learn to wait, observe and predict what happens next.
- Children have access to a wealth of books. They are often seen cuddled up to staff sharing a story. Staff use props and are highly interactive. Children enthusiastically sing action rhymes and staff encourage back-and-forth communication in whatever form is appropriate for the children's understanding.
- Children have excellent opportunities to develop their large- and small-muscle strength. They roll and knead play dough, use tweezers to pick up objects, jump on the trampoline and run around in the fresh air. They hold on tight, giggling heartily as they are pushed on the swing.

Safeguarding

The arrangements for safeguarding are effective.

The staff are extremely vigilant and the high ratio of staff to children mean children are well supervised. Safeguarding is given high priority and all staff are clear about their safeguarding responsibilities. They have a robust knowledge about the system for referrals. They are clear on the procedures to follow if they have concerns regarding a colleague's behaviour. The provider follows comprehensive recruitment procedures to protect children. Children learn to keep themselves safe when they practise fire evacuation and road safety. The premises are exceptionally well organised to meet the needs of all children attending. Staff have an in-depth understanding of children's medical needs. They are confident to respond in an emergency situation if needed.

Setting details

Unique reference number	2624925
Local authority	Sutton
Inspection number	10276017
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	50
Number of children on roll	29
Name of registered person	Sutton Opportunity Pre-School
Registered person unique reference number	RP903931
Telephone number	0208 647 3183
Date of previous inspection	Not applicable

Information about this early years setting

Sutton Opportunity Pre-School re-registered in 2021. It is located in Amy Johnson Children's Centre in the London Borough of Sutton. It is open from 9am to 3pm, term-time only. It offers sessional care and an extended day to 4.30pm. There are 12 members of staff. Nine staff have appropriate childcare qualifications at level 3 or above. The setting provides funded early education for two, three and four-year-old children.

Information about this inspection

Inspector

Denys Rasmussen

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk of the provision and talked to the inspector about their curriculum, what they intended children to learn and their inclusive environment.
- The inspector observed interactions during activities and experiences, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views about the nursery with the inspector.
- The inspector held discussions with staff about children's achievements.
- The inspector and manager observed a session led by a member of staff.

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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