

Inspection of The Little Sutton Club

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

Inspection date: 18 October 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

There is a breach of requirements as leaders have not provided Ofsted with information about some of the trustees of the setting. However, this has minimal impact on children. Children arrive happy at this nurturing setting. From the outset, children are encouraged by staff to develop their independence. For example, staff remind children to take off their shoes, put them into their own drawers, and wash their hands before they begin to play. Children are eager to join in with a range of activities. They paint using acorns, insert puzzle pieces into jigsaws, and explore the ball pit. Staff help children to become more confident in their physical development. They show them how to climb the stairs of the low-level indoor climbing frame, and observe them as they excitedly reach the top and slide back down.

Staff are extremely polite and caring towards children. They are consistently on hand to promote self-help skills. For example, when children go off to wash their hands, staff take time to show them the steps they should follow to do this correctly. Furthermore, staff encourage children to tidy up for themselves, and praise them for their good listening and helping. This ensures that children behave extremely well and develop their independence.

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

- Leaders have failed to provide the information that Ofsted has requested about the trustees of the setting. This means that Ofsted has not been able to carry out the necessary checks to ensure that all trustees are suitable for their roles. That said, the trustees have no contact with the children. Therefore, the impact on the children is minimal.
- Leaders have designed a well-sequenced curriculum. They take time to find out about children's interests and link these to the themes and festivals they celebrate. The leadership team is knowledgeable. However, leaders do not consider ways to ensure that all staff with leadership responsibilities have the coaching and mentoring to enable them to fulfil their roles. In addition, although staff undertake training, leaders do not regularly check the impact that the training has on staff's practice.
- Children enjoy choosing their own books for story time. For example, some children hear stories about dinosaurs. Younger children point at and name the animals in the book. When staff ask children to find the biggest pumpkin in another book, they engage in discussion. This allows children to build their knowledge and understanding and develop a love of reading.
- Staff support children to develop their fine motor skills. They guide children by talking about pushing and pulling thread through a hole. They offer reassurance to children who are struggling by saying 'it is ok, we will keep on trying'. This

helps children to concentrate.

- Children benefit from healthy and nutritious meals. Staff sit beside them to develop their independence in eating. They remind children to scoop their food. Babies are given their own spoon to have a go at feeding themselves. At snack time, children are given a variety of healthy snacks. Staff think about the language they use, such as 'juicy strawberries' and 'crunchy breadsticks'. This ensures that children are developing their self-help skills and hearing new words.
- Parents are happy with the support that they receive from the setting and report that their children have had developmental leaps since starting. They say that the setting shares strategies to support their children's behaviour at home. This ensures that there is a consistent message and understanding between the setting and home.
- Leaders are reflective about the needs within the community. They work in partnership with a local primary school and liaise with the local authority. Leaders ensure that they evaluate their own practice. For example, although there are no children on roll with special educational needs and/or disabilities, leaders have recently attended training on autism.
- Staff and leaders understand the importance of risk assessment. For example, when children play in the outdoor area, they increase the number of adults to ensure that all children are kept safe. They know how to administer medication correctly and carry out regular checks on babies when they are asleep.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that Ofsted has the necessary information they need to carry out the appropriate suitability checks on all trustees of the setting.	18/11/2024

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

- develop the use of monitoring and supervisions even further, so that all staff, including those in senior positions, receive the coaching and mentoring they

need to fulfil their roles and develop their practice.

Setting details

Unique reference number	EY359419
Local authority	Birmingham
Inspection number	10365663
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 at time of inspection	1 to 2
Total number of places	21
Number of children on roll	16
Name of registered person	The Little Sutton Club and Nursery School Committee
Registered person unique reference number	RP523038
Telephone number	0121 3233058
Date of previous inspection	1 February 2019

Information about this early years setting

The Little Sutton Club registered in 2007 and is located in Sutton Coldfield. The setting opens from Monday to Friday, 7.45am until 5.45pm, all year round. It provides funded early education for children aged between nine months and two years. The setting employs 10 members of staff, of whom eight hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Dal Malhi

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, third leader and inspector carried out a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation with the third leader.
- The inspector spoke to parents at appropriate times and took account of their views of the nursery.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the nursery.

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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