

Sutton Centre Under 5's Preschool

Sutton Centre, High Pavement, Sutton-in-Ashfield, NOTTINGHAMSHIRE, NG17 1EE

Inspection date	09/06/2014
Previous inspection date	13/01/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are safeguarded effectively. This is because practitioners complete regular child protection training, have a secure understanding of their roles and responsibilities and follow effective procedures to protect children.
- Children are making good progress in their learning and development given their starting points. This is because practitioners implement effective teaching skills. They successfully track children's development by undertaking secure observations, which are used to inform future planning of play to promote children's individual next steps in their learning.
- Children receive the necessary support because practitioners understand and value the importance of sensitively working with parents and involve them in their child's learning.
- Children are happy and settled. Secure attachments are effective because the key person system is well-embedded promoting children's confidence and independence.

It is not yet outstanding because

- There is scope to enhance children's already good language skills during creative activities.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke with the manager, practitioners and interacted with the children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector sampled a selection of documentation, including practitioners qualifications and suitability checks, risk assessments, documents relating to children's welfare and learning and written policies and procedures.

Inspector

Judith Rayner

Full report

Information about the setting

Sutton Centre Under 5's Preschool was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a self-contained room within Sutton Community Academy and is committee run. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs four members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday term time only. Sessions are from 9am until 12pm Monday, Tuesday, Wednesday Thursday and Friday. It also operates from 12.45 until 3.15pm Monday, Tuesday, Wednesday and Friday. Children attend for a variety of sessions. There are currently 46 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- maximise children's already good language skills during creative activities, for example, by helping them describe different consistencies while mixing colours and ingredients together.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's progress is good given their starting points because the quality of teaching is good. This is because practitioners have a good understanding of child development, knowledge of the learning and development requirements and implement effective teaching skills in practice. Practitioners are also enthusiastic and enjoy teaching children. As a result, children are active learners and are motivated in their play. They willingly have a go and actively explore and investigate their environment. Practitioners carefully observe children in their play and effectively use information from parents, which contributes to practitioners planning relevant and pertinent play for each child. Practitioners also understand the importance of having a balance of child-initiated and adult-led play. For example, children choose to set up a puppet show instead of just having a story read to them for group time. Children's progress is recorded in their own development file, which is also regularly shared with parents keeping them updated on their child's progress. The child's key person shares information with parents regarding their child's next steps and suggestions and ideas for parents to use to support their child's learning at home. Children develop the necessary skills to prepare them in readiness for school. This is because practitioners provide good activities to help children enhance their independence skills. For example, groups times are used to enhance children's confidence whether during story

time or in a smaller group with a practitioner in the home corner acting out play ideas that are familiar with home life.

Children want to make dough and practitioners use their teaching skills well to help children learn how to make dough from scratch. Children participate enthusiastically, taking it in turns to mix colours and ingredients. However, practitioners on occasions miss the chance to enhance children's already good language skills by asking them to describe what happens to the ingredients when liquids are added to the mixture or when mixing colours for the dough. Practitioners are skilled in assessing when to intervene to help children problem solve. For example, outside children place cars on guttering aimed down at a bucket. The cars get stuck and they attempt to work out how to make the cars run smoothly down the guttering into the bucket. Practitioners prompt and ask open-ended questions, such as, 'how' and 'why' helping children to take another look at how the cars are placed on the guttering. The children resolve the problem and face the cars all at the same angle. As a result, the cars travel successfully down the guttering to the delight of the children. They continue placing the cars on the guttering sustaining a good level of interest in the activity.

During story time, children actively participate. They build a stage using good physical skills and imagination. They eagerly want to hold the puppets linked to one of their favourite stories relating to a range of animals cared for by a zoo keeper. Practitioners are skilful in engaging the children during the story encouraging children to call out the names of animals. Practitioners praise children on their attempts and achievements. Other children holding the puppets present the correct animals during the story showing that they have a good understanding of a wide range of animals from around the world. Children also enjoy building with construction as they enhance their mathematical skills. They play cooperatively creating an imaginative pizza train by connecting bricks together some of which have wheels attached. They share the bricks asking for the correct colours to build with. Finally, once completed they push and pull the train backwards and forwards calling out 'pizza'. Children also enjoy playing hide and seek. They use the climbing frame as a base and nominate one another to call out counting to ten before they seek out their friends. Secure friendships are evident in a happy pre-school where children have fun while learning through play.

The contribution of the early years provision to the well-being of children

A welcoming and stimulating environment is presented to all children, parents and visitors. A good range of children's artwork and evidence of mark making is attractively displayed around the pre-school, valuing what children have done. Furthermore, there is a good range of toys and resources that support children's all-round development successfully. They are presented in a successful way, which entices children to explore and investigate independently and supports children in extending their own play. For example, children make dough and the find sweet wrappers to wrap the dough up in to make pretend sweets to share. This enhances children's already good imaginative and physical skills. Children are offered flexibility and choice if they wish to play indoors or outdoors. They are happy in either areas and move well between them. Practitioners oversee the two areas, deploying themselves to support all children effectively.

Children's health is promoted well. Children use a snack bar very well, making their own choices as to when they wish to eat and drink. Practitioners oversee this activity effectively ensuring that all children have the opportunity to use it. Healthy snacks of fresh fruit, milk or water is offered and parents are also able to provide their own child's drink so that their child's individual dietary needs are met. Children learn about keeping healthy. For example, activities are provided to help children learn about the importance of brushing their teeth, by inviting dentists to share good practice with the children. Children also learn about keeping safe. For example, during outdoor play, thunder and lightning occur, practitioners quickly and safely escort children inside while explaining about the dangers of being outside in such weathers. Overall, children spend appropriate times outside as they enhance their overall health, exercising in the fresh air while having fun.

Children's behaviour and self-esteem is good. Practitioners are kind and caring and treat each child with respect and uniqueness. Positive words of encouragement and praise are regularly used, which helps children feel good about themselves and pleased and valued about what they have achieved. Furthermore, they are confident, settled and happy at the pre-school. They are familiar with the routines and what is expected of them because practitioners use their good teaching skills by offering clear and consistent messages to children. Practitioners also encourage children to take responsibility for caring for the toys at the pre-school. For example, children are allocated particular areas to help tidy away the toys when the session is due to finish. This helps children learn about taking care of items, sharing activities with their friends and creating a tidy and safe place for the next group of children to play in. Children are settled and have strong, established relationships between themselves and practitioners. This is because practitioners understand and value the importance of gathering in-depth information from parents from the start and maintain a positive approach to partnership working throughout the time the children are at the pre-school. The key person shares relevant information with parents about their child, such as, their current targets for the next steps in their learning, as well as formal written assessments when they move on to school. Children settle well because the key person works sensitively with the parents and provides appropriate activities and toys that the child enjoys playing with and also has an interest in. This helps children move on to their next stage in their learning smoothly while keeping parents informed.

The effectiveness of the leadership and management of the early years provision

Children are safeguarded effectively. This is because practitioners complete regular child protection training, have a secure understanding of their roles and responsibilities and follow effective procedures to protect children. Robustly written policies and procedures are in place and accessible for practitioners to view. These include a good range of information, such as, 'whistleblowing procedures' and 'the use of mobile phones and cameras in the setting'. Children are closely supervised and adult-to-child ratios are met successfully. Furthermore, practitioners deploy themselves effectively ensuring children's immediate needs are met swiftly and calmly. All risk assessments for inside, outdoors and for outings are thorough, promoting children's overall safety. Practitioners complete visual checks before children arrive as well as completing tick lists to ensure all areas where

children have access to are safe and secure. The main door to the pre-school is closely monitored and managed effectively by the manager and practitioners. Visitors identification is checked before entering and they are also requested to sign in the visitors book as reference to their visit. The manager has a good understanding of the importance of overseeing all records as a way of monitoring any emerging patterns. Discussions are held with practitioners and action if necessary is swiftly taken to ensure children's safety is maximised.

The practitioners and manager work very well as a team and create a positive and friendly environment for children to learn and play, while having lots of fun. The manager oversees the practitioner's performance closely. For example, regular supervision and annual appraisals identify practitioner's training needs and suitability effectively. For example, all practitioners and committee members have completed Disclosure and Barring Service checks successfully ensuring that they are suitable to work with children. The manager ensures that all practitioners adhere to the robustly written policies and procedures, which successfully underpin the smooth running of the pre-school. Furthermore, the manager oversees the educational programmes by observing play and discussing this further with practitioners. This ensures all children receive a good balanced range of play and experiences at the pre-school so that they continue to make good progress. Comprehensive records are also completed successfully by practitioners. For example, practitioners carefully carry out reports regarding any accidents, ensuring that the details are accurate and informative and parents sign the form on receiving the information about their child. The manager and practitioners have a good understanding of reflecting on the service that is offered and take action to improve outcomes for children. Recommendations made at the last inspection have been successfully addressed which promotes children's learning and welfare effectively. For example, the manager and practitioners value children's and parents ideas and suggestions to make improvements for the outdoor play area. This is achieved by implementing successful fundraising events to purchase more resources and to create a more enticing environment for children to explore and investigate.

Partnerships with parents and other professionals are good. Parents spoken to are happy with the service they are provided with and value the support to meet their child's ongoing and changing needs. Practitioners work sensitively with parents, which offers a strong contribution to ensuring that children receive the necessary support for their individual needs. Children receive the necessary support because practitioners understand and value the importance of sensitively working with parents and involve them in their child's learning. A wealth of information is displayed around the pre-school, helping parents with childcare issues and understanding various ways to help children learn through play. For example, the pre-school teddy is taken home by children. Parents contribute to how the teddy is cared for and events at home by writing in the 'teddy diary'. This helps children build their confidence, take responsibility for caring for the teddy and a sense of belonging to the pre-school. Links with local schools are well-established, which enables practitioners to work closely with teachers to share information about children when moving on to their next stage in their learning. For example, before children leave the pre-school they visit the local school to familiarise themselves with their new environment by participating in story time. This also helps children build their confidence in larger groups and enhance their already good literacy skills.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	253043
Local authority	Nottinghamshire
Inspection number	876512
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	23
Number of children on roll	46
Name of provider	Sutton Centre Under 5's Preschool Committee
Date of previous inspection	13/01/2010
Telephone number	01623 457613

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

