

# Sutton Centre Under Fives

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



<b>Inspection date</b>	15 June 2017
Previous inspection date	9 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the 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 setting is led and managed well with priorities for improvement clearly identified. Managers continually listen to and reflect on the opinions of others as part of this process.
- The manager successfully influences the good quality of teaching as she works alongside staff to challenge children in their learning. She supervises staff effectively, monitors their practice and supports them to improve their skills.
- All groups of children make good progress toward the early learning goals. Additional funding, such as the early years pupil premium, is used well. Staff speak with parents and decide together how they can best support children's learning and development.
- Staff manage children's behaviour in a calm and positive way. They praise the behaviour that they want to encourage and this helps children to understand what is expected of them.
- Staff build very good relationships with parents and work in close partnership with other professionals to support children's all-round development. This helps them to identify and implement targeted support which makes a real difference to children and their families.

### It is not yet outstanding because:

- Sometimes, staff intervene too soon during play and learning, which means that children's own ideas are not always fully explored.
- On occasions, staff do not make full use of activities to build on children's understanding of numbers, size and quantity.

## What the setting needs to do to improve further

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

- help staff to make even better decisions about when to intervene in play and support children to fully explore their own ideas
- provide more opportunities for children to extend their mathematical knowledge and understanding.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the setting manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Julie Dale

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Robust policies and procedures support staff's daily practice in ensuring children are kept safe and protected from harm. Staff have good safeguarding knowledge and are clear about their role in protecting children. Equality and children's understanding of diversity are promoted well. The setting serves a diverse community and staff work closely with families to meet all children's individual needs. Partnerships with the local school are good. Information is shared when children move on to school to promote continuity in their learning. The children are involved in school activities, such as sports days that helps them to develop an understanding of school life.

### Quality of teaching, learning and assessment is good

The qualified staff make good use of assessment information to check on the progress that individual children are making. They effectively identify any gaps in children's learning and plan activities to ensure that these quickly close. Staff provide appropriate support for all children, including those who speak English as an additional language. They carefully plan what they want children to learn from their play, including adult-led activities. For example, older children make detailed drawings of themselves while others learn road safety rules as they play outdoors on bikes and scooters.

### Personal development, behaviour and welfare are good

Children are confident and settle very quickly at the start of the session. They are greeted warmly by staff and children's behaviour shows that they feel safe and secure in the setting. Children are sociable and their behaviour towards others is kind and caring. Children are developing a good awareness of healthy lifestyles. They eagerly join in with hygiene routines in preparation for snack times. Staff provide nutritious snacks, and water and milk to drink. Daily opportunities to be active, both inside and outside, help to promote their good health and physical well-being.

### Outcomes for children are good

Children make good progress in their learning from their starting points, including those who are in receipt of funding. They are enthusiastic, motivated and keen to explore and try new activities. Children acquire the skills, knowledge and attitudes to learning that prepare them well for starting school. They can identify letters and the sounds they represent and they can write their names.

## Setting details

<b>Unique reference number</b>	253043
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1087716
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Sutton Centre Under 5s Playgroup Committee
<b>Registered person unique reference number</b>	RP907463
<b>Date of previous inspection</b>	9 June 2014
<b>Telephone number</b>	01623 457613

Sutton Centre Under Fives registered in 1994. The setting employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, term time only. Sessions are from 9am until noon and from 12.45pm until 3.15pm. The setting provides funded early education for two-, three- and four-year-old children.

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