

Inspection of Sutton Centre Under Fives

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

Inspection date: 6 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children show that they feel safe and secure in the nursery. They are happy to separate from parents and know the routine when they arrive. Children put their lunch boxes on a trolley, hang their coats and wash their hands to promote good hand-hygiene routines. Children have opportunities to have a sense of responsibility. For example, they collect milk cartons at the end of snack times and help staff to tidy away toys.

Children are keen to explore the good range of toys and resources offered. They learn the names of different animals, such as an ostrich, when staff show them a toy ostrich. Children safely cut around pictures of animals and use them to make puppets to help them to follow a story. Children have opportunities to develop their mathematical skills. For example, they are asked to count the number of children in a group. Children are encouraged to solve problems outdoors. They find ways to attach guttering together, so balls and toy cars can roll down them. Children explore and investigate when they play with ice. They take it in turns to use hammers to smash the ice to release toys that are frozen inside. They pour warm water on the ice and learn that it will melt and turn into a liquid.

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

- Staff support children's communication and language skills well. For example, they ask them a good range of questions to encourage their thinking skills. Staff introduce new words for children to learn, such as guava. Children repeat the word and learn that it is a fruit.
- Staff know the children well. They provide them with opportunities to have fun and to be physically active. Children squeal with excitement when they use equipment to make bubbles. They chase the bubbles and pop them.
- Parents say that staff are friendly and comment that their children have grown in confidence since attending. They appreciate the guidance they receive from staff to help their children's progress, such as to promote their independence at home. This helps to provide a united approach to supporting children's development.
- Staff plan opportunities to help children to develop their understanding of rhyming words. For example, children are asked to find objects that begin with the same sounds, such as a toy cat and a hat. However, occasionally during planned activities, staff do not encourage the quieter children to take part in discussions.
- Staff gather information from parents about children's abilities when they first start attending. They use this information, along with their observations and assessments, to help identify what children need to learn next. Children make good progress in their development.

- Children learn skills that will help them in preparation for their move on to school. For instance, they sit well and listen when staff read them stories. Staff use different tones in their voice to capture children's interests and to help them to focus.
- The manager reflects on the experiences children receive. Recent changes increase opportunities for children to develop their imaginative play. From children's interests in pretending to make ice creams, staff make the play house into a pretend ice-cream parlour. Children give staff pretend ice creams and say they are five pounds.
- The manager spends additional funding effectively to meet the needs of individual children and their interests. For example, she arranges for different animals to be brought into the nursery, where children have opportunities to pet them. Money is also spent to ensure that children receive daily fruit to promote healthy eating.
- Staff provide children with healthy foods and drinks. They help children to understand where food comes from. For example, they learn that milk comes from cows and eggs come from chickens. However, staff do not fully help children to understand the benefits of healthy foods and drinks on their bodies.
- Children receive plenty of praise and encouragement from staff to help raise their self-esteem. For instance, staff reward children with stickers to acknowledge their achievements, such as when they say new words.

Safeguarding

The arrangements for safeguarding are effective.

The manager places a high priority on supporting staff to have the knowledge to be able to identify the signs and symptoms of harm or abuse. This includes being able to recognise if children are being exposed to extreme views. The manager works in partnership with other professionals to promote children's safety. Children show an understanding of how they can keep themselves safe. For example, they know the procedure to follow when they hear the fire alarm. Children hold onto rings on a rope and follow staff's instructions. Staff supervise children well and count them when they move around the nursery, such as when they move from outdoors to indoors.

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 encourage quieter children to take part in discussions during group times
- strengthen staff's knowledge of how to support children to understand the benefits of healthy foods and drinks on their bodies.

Setting details

Unique reference number	253043
Local authority	Nottinghamshire County Council
Inspection number	10264423
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	2 to 4
Total number of places	23
Number of children on roll	24
Name of registered person	Sutton Centre Under 5s Playgroup Committee
Registered person unique reference number	RP907463
Telephone number	01623 457613
Date of previous inspection	15 June 2017

Information about this early years setting

Sutton Centre Under Fives registered in 1994. It is situated in the grounds of Sutton Community Academy and is independently run from the school. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one at level 2. The nursery opens from Monday to Friday during school term time. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the provider has 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 provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed how she implements the curriculum.
- The inspector observed the quality of education during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views of the nursery with the inspector.

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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