

# Sutton Heath Childcare Centre



Community Centre, Easton Road, Sutton, Woodbridge, Suffolk, IP12 3TD

<b>Inspection date</b>	22 April 2016
Previous inspection date	15 June 2011

<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

- Staff use effective systems to assess children's learning and successfully identify gaps in each child's progress. Children develop strong skills in communication whilst engaging in activities that offer plenty of challenge to move them forward in their learning and development.
- Children are emotionally secure and confident in the welcoming and nurturing environment. They happily play alongside staff who are responsive and show genuine care. Children make friends, build relationships and learn to behave positively.
- Great emphasis is placed on partnership working with parents. Staff provide ongoing opportunities for sharing information with parents about children's learning. They are supportive of families' needs and often go the extra mile to foster their active involvement in the provision and the wider community.
- Staff purposefully seek guidance from outside professionals. They provide specifically tailored support so all children, including those who have special educational needs or disability, make good progress from their starting points.
- The management team has a clear vision of how to drive improvement, to better meet the needs of children. The quality of teaching is effectively monitored and evaluated and, together with the staff, the management team takes effective action to enhance the provision for children.

### It is not yet outstanding because:

- Although the management team has very recently introduced a system to monitor the progress that different groups of children are making, this is not yet fully embedded.

## What the setting needs to do to improve further

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

- monitor the progress of different groups of children more precisely to help all children make as much progress as possible.

### 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 to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views expressed in written testimonials.

### Inspector

Sarah Clements

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate an unquestionable commitment to protecting children from harm and following up any concerns about children's welfare. Staff are well qualified and share a wealth of skills and knowledge. Their performance is monitored effectively by the management team and they undertake regular training to build upon their existing qualifications. The management team has an accurate understanding of the setting's strengths and areas for improvement. Self-evaluation is used effectively to secure improvement. Information gained from parental questionnaires and local authority guidance has been used to evaluate and enhance the provision for children aged two years. The management team has a long-standing partnership with the local school. They work effectively with the school staff to exchange information about children's progress and support children's smooth transition into school.

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

Staff work closely with parents to identify children's abilities and promote children's learning successfully from the beginning. Children's individual progress is skilfully monitored and the next steps in their learning are accurately identified. Staff take account of children's interests when planning activities, and children are motivated to learn. Children who prefer to learn outdoors are provided with good opportunities. They develop their mathematical skills as they go on an outdoor hunt for numbers and use sticks to form numbers on the ground. Babies benefit from a stimulating environment. Their curiosity is captured by an interesting board featuring various latches for opening and closing. Staff are effective in providing older children with first-hand experiences which help them to make strong connections in their learning. Children develop their language skills as they talk about their experiences. They describe what they can see when watching birds via a video camera located in a bird box in the setting's garden.

### Personal development, behaviour and welfare are good

Children benefit from flexible settling-in arrangements and form a trusting bond with their key persons and others. Staff have high expectations for children's behaviour. They provide children with consistent praise and encouragement, which helps to build children's confidence. Staff provide children with plenty of time to complete tasks independently. In particular, older children proudly take on the role of room helper and eagerly help with tidying up. Children have daily opportunities for exercise and fresh air which help promote their good health. Staff promote good continuity of care for children. This is particularly successful when younger children are learning to use the toilet. Staff agree a joint approach with parents and emulate children's routines from home.

### Outcomes for children are good

All children, including those in receipt of additional funding, make good progress from their starting points. Children are confident, articulate, creative and well prepared for school. They have a positive attitude to tackling new experiences and are eager to participate in activities. Children who have special educational needs or disability make particularly good progress as a result of the skilful support they receive from the staff.

## Setting details

<b>Unique reference number</b>	251689
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	866569
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	72
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Sutton Heath Childcare Centre Committee
<b>Date of previous inspection</b>	15 June 2011
<b>Telephone number</b>	01394 461090

Sutton Heath Childcare Centre was registered in 1993. The centre employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 and above, including one with qualified teacher status. The centre opens from Monday to Friday during school term time. Sessions are from 8.45am until 3.45pm. The centre provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability.

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