

Sand Dunes Nursery Childcare Service

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Sand Dunes Nursery Childcare service is one of several settings operated by Sefton Council's children's integrated services. It has been registered at the current premises since 2009. It is based in a single story, fully accessible premises that is situated in the Seaforth area of Liverpool. There is a secure outdoor area for children's play.

The setting operates within a children's centre format and is registered on the Early Years Register. The nursery provides a maximum of 25 places for children in the early years age range. In addition there is nursery provision provided by the school for children over three during term times. There are currently 35 children on roll in the early years age group. The setting operates from 8am to 6pm each week day, all year round.

There are eight members of staff, of which seven hold early years qualifications to at least level 2. One member of staff is working towards a qualification and the manager is working towards an early years degree. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individual needs are met extremely well. The nursery offers a rich and stimulating child-centred environment where children are cherished and nurtured as individuals. Detailed observations enable staff to plan for each child's progress across all areas of learning. Children's independence is promoted particularly well and they benefit from many opportunities for active learning, discovery and exploration. Good communication with parents ensures that they are informed about their children's progress at nursery. The management and staff continuously evaluate their practice and strive for improvement in the quality of the service offered.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the systems for the sharing of information with other practitioners who deliver the Early Years Foundation Stage, to enhance continuity and coherence for children.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded while at the nursery. Rigorous recruitment and vetting procedures ensure that all staff working with children are suitable to do so. Staff are secure in their knowledge of how to report concerns because they have received appropriate training and documentation to assist in this. Excellent security is in place and all visitors to the nursery are checked out before being admitted. Rigorous risk assessment is in place and staff make daily checks in all areas before they are used by children. All the required records are maintained for the safe and efficient management of the nursery and to ensure all children's needs are met. Currently, all staff who work with the children hold a relevant first aid qualification, ensuring accidents and ill-health are dealt with effectively and efficiently, which further contributes to children's good health and safety. Staff have ready access to 'grab bags' which contain essential information should the building need to be evacuated in an emergency.

The nursery ensures that children from all backgrounds are welcome and included. Children with special educational needs and/or disabilities are supported extremely well. The setting works with parents and many other agencies to ensure that children get the best support they can, for example, through referrals and sharing expertise with services such as speech therapy. The nursery currently has no children attending other settings providing the Early Years Foundation Stage, however, they are clear of the requirements to work together to share targets and support learning and development. The management and staff team constantly evaluate their practice and demonstrate a commitment to striving for excellence. Activities and sessions are reviewed informally through discussion, and practitioners meet as a team to work through more formal evaluation of the Early Years Foundation Stage and outcomes for children. Therefore, they have a very good understanding of the setting's strengths and areas for development.

Parents are kept fully aware of operational practice through policy information, prominent notices, newsletters and updates. Parents know who their child's key person is and are able to discuss progress daily. They have opportunities to exchange information in the notebooks which go home to convey information about children's daily activities, routines, interests and development. The book library, 'Toby the bear' and the notebook which children take home give parents the opportunity to keep staff informed about children's home life, holidays and interests.

The quality and standards of the early years provision and outcomes for children

The nursery provides an attractive, rich and stimulating learning environment which is organised very effectively to promote children's independence. High quality low-level furniture enables babies and toddlers to pull themselves up and sit at a table together. There are many opportunities for spontaneous learning, with children directing and leading the play. As a result, children demonstrate high

levels of involvement as they play and concentrate well on self-chosen tasks, for example, babies explore the treasure basket, bang the variety of metal objects and pans with spoons and post toys and items through the safety gate between rooms. They have room to crawl and climb, play in sand and jelly, and investigate a wide range of objects. Detailed observations enable staff to plan very effectively for each child's progress across all areas of learning. Consequently, children are expertly supported to make excellent progress in their learning and development.

Children enjoy books at all levels, and all ages enjoy snuggling up to staff to look at books. They have excellent opportunities to foster an enjoyment of reading for pleasure as they are encouraged to take home a special book to read with parents and carers. Children are becoming familiar with print and are encouraged to write and draw. Writing materials are easily accessible in all areas, including the outside area. Children are able to develop problem-solving and mathematical skills as they play with natural materials and count the number of spades of sand they put in the bucket. They enjoy number songs and are becoming familiar with numerals, and a variety of resources are used to develop concepts of size and shape. There are many opportunities for active investigation and exploration as they pour water down the outside slope and run after it to the end of the flow. They then carefully water the newly planted willow bower with the elephant shaped watering cans. All children and babies express themselves using a range of media. Examples of their work are attractively displayed throughout the nursery, showing that their work is valued and appreciated. Physical skills are well promoted and all children have frequent access to the outside where there are opportunities to climb or hang from the climbing frame, negotiate pathways with sit-and-ride toys and play with bats, balls and hoops.

Children's good health is promoted through excellent opportunities for regular active outdoor play. They are learning about a healthy lifestyle as healthy practices are adopted in the nursery as well as through ongoing discussion and explanation. There are very high standards in place regarding hygiene. Hand sanitizer is available throughout the nursery. Children learn to wash their hands after using the toilet and before eating or preparing food, and babies' hands are washed before eating so that from the earliest age they are learning good habits regarding hygiene. Staff wear indoor shoes and shoe covers are available for visitors to ensure that the inside environment for babies and toddlers remains clean and hygienic. Children benefit from a wholesome, nutritious and hot home-cooked lunch and tea every day. Children's varied dietary needs are fully met and accommodated. They develop an outstanding sense of feeling safe as they build up warm and trusting relationships with the adults who care for them. Babies form a genuine bond and attachment with their 'special person', enabling them to feel settled, safe and secure in the nursery. Children are able to engage in activities which test their own limits, but are gently reminded by staff of safety rules. Staff enable children to manage their own risk while supporting those who may need it. As a result, children develop an exceptional understanding of how to keep themselves safe through daily activities and explanations from staff. Children learn about what to do in the event of a fire as regular fire drills are held. They are fully involved in the life of the nursery as they help to tidy up and clear away after snack and lunch, for example, children Hoover and sweep with the toy equipment. They learn about the wider world as they engage in different celebrations. Children

are developing skills for the future as they make excellent progress in all areas of learning, develop high levels of confidence and self-esteem, learn to use their own initiative, make choices and be creative.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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