

Sandfield Day Nursery

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Sandfield Day Nursery opened in 1993 and is owned by Child Base Limited, a national chain of 39 nurseries. The nursery is located in the grounds of the John Radcliffe Hospital. Priority for places is given to employees of the Oxford Radcliffe Hospital Trust, with further places offered to the general public. The nursery operates from a purpose-built unit on two levels with access to enclosed outdoor play areas. The nursery opens on weekdays all year round, during core hours of 8.00a.m. until 6.00p.m. with the option of extra time at either end of the day.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It may accept a maximum of 113 children in the early years age group at any one time and currently has 150 children in this age group on roll. The nursery provides places for children who are in receipt of nursery education funding. It offers support for children with learning difficulties or disabilities and currently cares for 20 children for whom English is an additional language.

The nursery employs 39 members of staff to work with the children on a full- and part-time basis. Of these over half have appropriate qualifications at level 2 or above. A further three members of staff are currently completing training courses. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a professional and high quality service throughout. The skilled and dedicated staff form strong bonds with the children and their families resulting in extremely effective partnerships and a very high standard of safety. Resources are well deployed to develop a stimulating learning programme and children are generally well supported in order to make good progress and feel fully included. Recruitment procedures are thorough and ongoing staff supervision is strong, creating a competent workforce and a happy environment. The staff routinely evaluate their service as part of their commitment to maintaining improvements, constantly trying to raise standards further in this already successful provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure staff always understand the aims of the activities and children's individual targets to make full use of all learning opportunities.

The effectiveness of leadership and management of the early years provision

The staff have a very secure understanding of child protection procedures and their responsibility to safeguard children from harm. All undertake training to become familiar with safeguarding issues and have the confidence to act promptly if concerns arise. The nursery has a secure entry system and makes full use of closed-circuit monitors to keep children safe throughout the day. The key person system operates using a buddy system to build on children's security, ensuring children see familiar faces at all times and feel very safe. Thorough risk assessments overcome all aspects of health and safety where there is concern and staff follow very sound procedures when recording health issues and updating families about children's personal care arrangements.

All staff continue their own development via external and in-house training to enable them to actively contribute ideas for development. Parents and children are encouraged to feedback their ideas as part of the staff evaluation process and as a result, the nursery develops a true partnership of care and has very strong channels of communication in order to remain effective.

The staff get to know the children very well and actively introduce strategies to promote inclusion. For example, they develop simple signing techniques with young children and search the internet for translations of common words into children's home languages in order to improve communication. Children routinely have choices throughout the day and all have access to the full range of learning opportunities provided at the setting. As a result, all children feel welcome and special.

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

The children have easy access to an exciting range of resources to help them learn. They choose where to play and what to do in order to develop their independence and all use the equipment confidently for their own purpose. All ages have the freedom to explore their surroundings and see for themselves how things work. The staff tirelessly join in to support children's learning and development as they play, but occasionally staff are unsure of the aims of the planned activities and unaware of specific targets for the children they support when acting as the 'buddy' for a key person who is absent. Despite this, the staff help the children benefit from all the activities to a certain extent but some learning opportunities are missed or undeveloped.

The children have free access to outdoor play for much of their day and are encouraged to take learning outside to develop an understanding of the effect of the elements. For example, they understand the need to apply sun cream to protect their skin from the sun's harmful rays, learn that the wind dries any water they spill and watch with excitement as an aeroplane leaves a brilliant white trail

across the sunny blue sky. The children show great interest in everything around them learning from each other and sometimes stopping everything to say hello, for example, to a squirrel as it rushes along the fence at speed and occasionally pauses to glance back at the children. The staff feed the children's enthusiasm, making excellent use of most of the resources to ensure all children become confident and enthusiastic learners.

Staff build children's skills for the future by providing a range of technical equipment and developing good habits for later life. For example, some children sit with friends at the computer, helping each other to navigate through appropriate children's programs as they develop control of the mouse. The children count routinely as they search for hidden toys in the sand and the staff read numbers out loud to aid children's number recognition. The children learn to play sociably together and behave well. Young children show an understanding of right and wrong, holding out their hand to stop others from invading their space and sticking up for what they feel is right. All develop a feeling of community because they are fully included as part of the group, addressed by name when spoken to and encouraged to join in with their peers from an early age.

Physical and creative development opportunities abound. Children paint and chalk to develop mark making, explore gloop, sand and water to learn about of texture, and use cookery and gardening equipment to develop their use of tools. The children are increasing their knowledge of the world effortlessly as they play, and the older children talk through what they do to share ideas with others. The staff routinely observe children and evaluate the success of the activities in order to plan children's next steps. Progress records are generally kept up to date as a clear record of children's rate of progress and all information is shared with parents in order to help them feel involved in their children's ongoing development. Planning is based around activities to suit each age group and then the key staff tailor the activities for the needs of each child individually. As a result, the activities are interesting, relevant and very effective. Children enjoy attending and make good progress.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met