

Sandhills Day Nursery at Codsall

Inspection report for early years provision

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Inspection date

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Sandhills Day Nursery at Codsall has been registered since 2007. It is a privately owned setting and is part of a group of five nurseries run by the same providers. It is sited near the rural village of Codsall near to Wolverhampton. The nursery serves the local and surrounding areas. It operates from seven rooms within a single-storey building and there is level access to the provision for people with disabilities. There is a fully enclosed outdoor play area available.

Sandhills Day Nursery at Codsall is open Monday to Friday from 07:30am to 06:00pm all year round. Children are able to attend for a variety of sessions. A maximum of 100 children may attend the nursery at any one time. There are currently 118 children on roll who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides support for children with learning difficulties and/or disabilities, and who speak English as an additional language.

The nursery employs 32 members of staff. Of these, 30 hold appropriate early years qualifications. There are four staff members who are working towards a higher level early years qualification. One member of staff holds Early Years Professional Status and the provider holds Qualified Teacher Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting has a wonderful ethos which provides a warm, welcoming, stimulating child centred environment in which children flourish. Staff are motivated, highly qualified and experienced and have a wonderful knowledge of each child's individual needs and interests. Highly effective partnerships with parents and other agencies involved with the children contributes considerably to ensuring children are safeguarded, receive any additional support they need and make outstanding progress. Commendable monitoring and self-evaluation by the providers and staff ensures that any priorities for future development are promptly identified and acted on.

What steps need to be taken to improve provision further?

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

- develop further working together with other practitioners and parents to support children's transition between settings

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. Child protection procedures are clearly understood and meticulously applied. In-depth policies and procedures, including a whistle blowing and mobile phone use policy, are meticulously implemented. Rigorous and robust recruitment and induction procedures backed by ongoing relevant staff development and training, ensure that all staff working with the children are suitable, capable and well qualified. Risk assessments, which cover all areas, equipment and outings, enable children to safely enjoy a wealth of activities whilst developing their knowledge of how to keep themselves safe.

The premises are very welcoming, brightly decorated with children's work and well maintained. Children's care and early education is successfully promoted by a very dedicated, caring and motivated team of adults who are very passionate about the service they provide. Morale is high and their energy and enthusiasm has a positive impact and results in a setting of an exceptionally high calibre where children's needs are fully met. The development of a very effective key person system means children's needs are understood and met. Parents have daily written and verbal feedback from staff working with their child. Provision for children with learning difficulties and/or physical disabilities and those for whom English is an additional language is exemplary. Staff work closely with each child's family and the other agencies involved in their care and early education to enable all children to participate and feel special and included.

The setting is proactive in fostering strong partnerships with parents, carers and other professionals. Parents' views are highly valued and the setting is keen to respond to the needs of the families who attend the nursery. For example, prompt action has been taken to make improvements to the aspects of communication highlighted in recent parents' questionnaires. All parents now have access to a daily activity book which gives them a very good snapshot of what activities their children have been taking part in throughout the day. Parents are delighted with the setting and written comments displayed speak highly of staff who they say are approachable and dedicated. They are happy that their children smile when they come to nursery and they are confident to leave their children with the staff knowing that they will be well cared for. The implementation of a communications book helps to promote continuity in children's care and learning if children attend more than one setting. Information is readily shared with the schools that older children move to and the setting has been praised for its professional approach.

Extensive documentation enhances the excellent practice and ensures the safe and efficient management of the provision. The owners and the management of the setting have high aspirations, drive and commitment to providing top quality care for children. They are totally committed to continuous improvement and the capacity for this is admirable. They work closely together to find and implement systems to develop the provision and ensure that children consistently receive a high level of childcare and education. All actions and recommendations from the last inspection have been successfully and comprehensively addressed. This results

in a setting that is forward thinking, exceptionally well organised and demonstrates a shared vision for the future to ensure that continuous improvement is sustained.

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

The setting is totally child orientated and staff endeavour to ensure that children have fun and enjoy all aspects of their time here. Children are making outstanding progress in all areas of learning and development. They benefit from the support of experienced and enthusiastic staff who capably organise varied and adaptable activities to foster children's curiosity and motivation. Comprehensive revisions to planning, assessment and the organisation of activities in all areas of the nursery, especially in the Pre-school room has resulted in the very successful promotion of child-centred learning. Children are actively involved in planning and their ideas, choices and interests are fully encouraged by staff. The changes to planning and observations have recently been cascaded throughout the nursery and are now fully embedded to ensure that children continue to make progress in line with their capabilities and starting points.

Children love learning in this stimulating environment. They confidently decide what they want to do, relishing the opportunities to play both indoors and outside. They expertly ride on wheeled toys; play with a giant parachute or use the large wooden tower structure as pirates during imaginative play. Older children also use the rope bridge and tunnels on the large climbing frame with agility whilst learning to keep themselves safe. Younger children become absorbed in craft activities as they use glue, and a variety of textured and shiny paper to make sensory pictures or take part in mixing chocolate crispy cakes to take home to share. Babies delight in tactile experiences as they investigate treasure baskets containing different textured items such as pine cones, feathers or household items, such as pots and pans. Children's experiences of their local community are developed as they regularly walk to the nearby farm to watch the farmer driving his tractor. The mobile library visits fortnightly and children also receive visits from police officers, nurses, dentists and even a drama teacher who performed *The Gruffalo*. Children show care and consideration for the nursery pets, 3 goldfish called Nemo, Dory and Archie and a hamster called Gizmo. Children discover the wider world as they learn about a different country every month tasting food and celebrating festivals.

Children interact positively both with adults and their peers and actively seek them out to participate in activities or to show off their achievements. For example, children are proud of their name plates and enthusiastically talk about them describing which character they are. They play delightfully with their peers, for example, when in the sand pit or when playing with the garage and cars. Behaviour is exemplary and is supported through clear and concise behaviour management strategies. Staff act as positive role models. They foster children's self esteem and offer praise and encouragement at all times as they sensitively remind children to share with their friends, to be polite and to be kind and helpful. The setting is wholly inclusive and all children are integrated and included in activities. Children with additional needs are supported by experienced practitioners who work closely with other professionals to ensure that their needs

are consistently met.

Children develop valuable life skills. They are confident, increasingly independent and very helpful, competently tidying up at the end of a session. They learn the importance of following simple hygiene routines; understand the importance of washing their hands before eating or after messy play and proficiently show staff and visitors the correct procedures for hand washing after visiting the toilet. They are very well cared for if they become sick or have an accident and there are stringent procedures in place to protect them from infection. They enjoy healthy meals and snacks which consist of a variety of fresh fruit and vegetables. They learn about healthy eating as they grow their own vegetables in the garden. Excellent procedures have been implemented to ensure that children's dietary requirements are recognised and met appropriately. Meals and snack times are sociable occasions when children sit round the table together and chat about their day. Children are beginning to understand about staying safe as they practise evacuation procedures and learn how to use equipment safely. The support and care they receive from staff and the bonds they are forming with them enable children to feel secure and safe in their environment.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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	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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Annex B: the Childcare Register

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