

# Sandfield Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY282595

**Inspection date**

19/04/2011

**Inspector**

Patricia Bowler

**Setting address**

Ashburnham Avenue, Lenton, Nottingham,  
Nottinghamshire, NG7 1QD

**Telephone number**

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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 Nursery opened in 2004 and operates from five rooms in a purpose-built building in Nottingham, Nottinghamshire. The nursery is registered on the Early Years Register, and both the voluntary and compulsory Childcare Register, to care for a maximum of 86 at any one time. There are currently 109 children on roll. The nursery is open each weekday from 7.30am to 6pm throughout the year. All children share access to a secure outdoor play area.

The nursery currently supports a number of children with special educational needs and also supports a number of children who speak English as an additional language.

The nursery employs 18 members of staff, one of whom holds a level 5 qualification, 13 hold level 3, two hold level 2 and two staff are working towards a qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are cared for in a rich, vibrant and nurturing environment. Their uniqueness is acknowledged through exceptional adult support and meticulous implementation of the Early Years Foundation Stage. All children, including babies, make significant gains in their overall development, supported by exemplary systems to observe, record and identify their next steps for future learning. Extremely well-established systems for self-evaluation and reflective practice, demonstrate a strong sense of commitment to maintain and drive further improvement.

## **What steps need to be taken to improve provision further?**

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

- further develop systems to include all parents in children's assessments to identify what children can already do.

## **The effectiveness of leadership and management of the early years provision**

Leadership and management are outstanding. Children's safety is paramount. It is consistently maintained through rigorous risk assessments and a comprehensive awareness of safeguarding issues by the staff at all levels. Compulsory training in safeguarding, first aid and food safety forms part of a meticulous induction process. Robust recruitment and vetting procedures ensure children are cared for by suitably qualified and experienced staff. Extremely detailed policies and

procedures are implemented to provide an exceptionally well organised and caring environment, where the individual needs of children and parents are met effectively. Those in charge demonstrate high aspirations for quality through systematic and inclusive self-evaluation. Subsequently, the views of children, parents and carers and staff serve to identify strengths and drive improvement. The manager is exceptionally successful in inspiring the dedicated staff team to work towards and achieve ambitious targets. High expectations are embedded across all areas of practice and, consequently, outcomes in children's achievements and wellbeing are outstanding.

The nursery is prolifically resourced, providing children with innovative and exciting experiences which inspire their enjoyment, fun and learning. The highly effective deployment of staff supports a nurturing environment conducive to active play and relaxation. Children, cared for in age-appropriate rooms, are supported exceptionally well as they transgress through the nursery, ensuring consistent care for children and purposeful support for parents and carers.

The nursery places the promotion of equality and inclusion at the heart of its ethos. Staff's exceptional knowledge of each child's background, and individual needs contributes to vigilant and sustained partnerships with parents to provide highly personalised care. Positive images of diversity and active involvement in cultural and traditional celebrations help children to learn about the community in which they live, and the wider world around them.

Highly effective relationships ensure parents and carers play an active role within the nursery. They complete questionnaires, resulting in shared understanding to drive improvements. Parents acknowledge their involvement within the nursery and speak exceptionally highly about the committed, professional and caring attributes of the owner, manager and staff. Precise documents are diligently established and daily discussions and individual records are used highly effectively to aid communication. As a result, children are eager to attend the nursery and parents are secure in their knowledge that they are receiving high quality care tailored towards their individual needs.

The setting works diligently with others involved in the children's care, such as health professionals and specialist workers. Consequently, robust systems are successfully implemented to support any specific health requirements. The identification and inclusion of children with additional needs and the support they receive enables them to reach their maximum potential. Children who have English as an additional language are supported extremely well with pictorial prompts and written words in other languages.

Excellent links with local schools are established to support children as they move on in their education.

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

Children make outstanding progress towards the early learning goals. They are inspired in their learning as they engage enthusiastically in a wide range of exciting opportunities, supported with exceptional equipment and resources to successfully steer their own play. The nursery room is vibrant and rich in stimulating innovative areas. The science area, equipped with magnifying glasses, binoculars and reference books, has supported activities to examine cones, shells and leaves, linked to a study of nature. Bark rubbings in the local park to the rear of the nursery enable children to compare leaves and distinguish between different trees. They recognise leaves and rubbings from Oaks and Elms in discussion groups. Children eagerly point out daffodils in the park, recalling their participation in planting these along pathways, adding to their sense of community. Digging, cultivating and tending produce in the nursery garden, and outdoor propagator, encourages physical activity and enhances children's awareness of growing processes.

Exceptionally well resourced creative areas enable children to add to their creations, by selecting from a wide and varied range of tactile resources at the craft table. A unit nearby provides an abundance of materials and tools, including hole punches, staplers, sticky tape and scissors to promote creativity and develop fine manipulative skills. Children copy from name cards, to successfully identify their own work which is attractively displayed to acknowledge their achievements. Superbly resourced role play areas provide imaginative opportunities to reflect home life and different scenarios. The baby clinic incorporates roles as doctors and nurses, as children check the health of dolls and soft toys. Effective planning, linked to children's interests, changes the focus to incorporate children's themes, for example, such as hairdressing and shops.

Computers are accessed freely, as children acquire skills in information and technology. They type their names and use a wide range of age-appropriate resources, developing dexterity and mouse control. Children play outside every day in designated areas outside each room, and in the exciting area to the rear of the nursery. Challenge is provided on climbing equipment, including steps, a scramble climb, rope bridge and slide, on the multi climbing frame. Children ride wheeled toys with developing skills to pedal and steer, and enjoy games with balls and Frisbees. The area is set with various table activities and large block play to enable children to participate according to their interests. Access to a dedicated indoor soft play room allows children to plunge into ball pools, negotiate slopes and scramble over nets and around obstacles.

Babies and very young children receive excellent care in visually stimulating areas with a wide range of resources to promote early development. Using Infant and Toddler Environment Rating scales, the room has been recently redecorated to promote a calm and serene atmosphere to aid restful sleep and play. A striking area of black and white entices babies to explore tactile resources such as containers, utensils, sponges and textiles. Early physical skills are promoted, with the provision of low-level resources where babies can pull to standing. Sensitive

and caring staff sit with babies on carpeted areas where they operate hand-activated toys to twist, turn and lift, developing manipulative skills and hand-eye coordination.

Meticulous hygiene routines throughout the nursery, including the use of gloves and aprons during changing procedures, minimise the risk of cross-infection. Older children have ownership of their health and wellbeing and demonstrate through competent personal hygiene practices, that they are well informed about healthy living. Children enjoy nutritious snacks and varied foods during meal times, which serve as an integral part of children's social development. Older children serve themselves from containers set at individual tables where they sit. They know to 'take a large spoon if they like it and a small one if they are not sure'. Ample amounts of food ensure further helpings are available and staff eating with children act as positive role models.

Staff observe and assess children systematically and maintain comprehensive written and photographic records of individual achievements. Their next steps in learning are precisely identified and purposefully incorporated into activities. Learning journeys are used superbly to record and identify children's consistent progress. However, parents do not contribute at all levels to identify what children can do at home.

Children develop excellent relationships at every level with adults and their peers. A range of positive methods help children to understand appropriate behaviour with clear explanations, praise and encouragement. As a result, they know what is expected of them, behave well, take turns and develop awareness of how their behaviour affects others.

Children learn about the wider world through positive images to reflect difference and diversity. Books, posters, wall displays and play equipment help children to value each other. They take part in various activities within the local community, with visits to the local library and links with the Surestart Centre. Parents from diverse family backgrounds play vital roles in celebrating a selection of special events and festivals.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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