

Sandhills Day Nursery (Barnt Green)

Inspection report for early years provision

Unique reference number	EY314402
Inspection date	05/11/2008
Inspector	Elaine Margaret Hayward / Mary Kelly

Setting address	42 Sandhills Road, Barnt Green, Birmingham, West Midlands, B45 8NR
Telephone number	0121 445 1235
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Type of setting	Childcare - Non-Domestic

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.

Description of the setting

Sandhills Day Nursery (Barnt Green) opened under new ownership in 2005. It is one of three settings run by Sandhills Limited, a private company. It operates from five rooms in converted house premises in Barnt Green, in north Worcestershire on the outskirts of Birmingham. All children share access to a secure, enclosed outdoor play area. The nursery is within easy access of local facilities. A maximum of 46 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 for 51 weeks of the year. The nursery is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Registers.

There are currently 40 children aged from six months to under five years on roll on the Early Years Register. Children come from the local and wider area and attend for a variety of sessions. The setting has procedures to support children with learning difficulties and/or disabilities and has strategies to support children who speak English as an additional language. There is currently no wheelchair access to the building with three steps to the front of the nursery and a step into the garden.

There are currently eight members of staff who work with the children, seven of whom hold an appropriate early years qualification. Students attend on a regular basis. The nursery works in partnership with local schools and other providers on the Early Years Register.

Overall effectiveness of the early years provision

Children's welfare, learning and development are soundly fostered through a dedicated and committed staff team. Staff show appropriate understanding of inclusive practice based on children's individual starting points and capabilities. They work well to foster positive relationships with the children and their families in order to identify and meet individual children's needs. The setting works particularly well with parents and in liaising with other early years provision. Although there is recognition of the need for self-evaluation by management, the system has not yet been sufficiently developed. As a result, it is not robust enough to ensure that strengths and weaknesses are clearly identified in order to maintain continuous improvement and development.

What steps need to be taken to improve provision further?

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

- develop a rigorous system to evaluate the strengths and weaknesses of the provision
- improve resources for children to ensure they can access a wide variety and balance of experiences, both indoors and out
- improve the systems for monitoring and evaluating the quality of the provision with particular reference to staff having appropriate training, skills

- and knowledge, such as Early Years Foundation Stage (EYFS) training
- improve the systems regarding complaints to ensure that each individual complaint and the action taken is clearly detailed and recorded
- improve systems regarding accessibility of records to ensure they are readily available for inspection by Ofsted.

To fully meet the specific requirements of the EYFS, the registered person must:

- demonstrate how you will ensure the designated person for safeguarding children has attended a child protection training course and how you will ensure that all staff fully understand and are able to implement the safeguarding policy and procedure.

26/11/2008

The leadership and management of the early years provision

The newly appointed manager and her committed staff team work well together in order to meet the needs of the children. Staff are well-qualified. However, due to lack of clarity regarding roles and responsibilities, management has not yet engaged in an effective self-evaluation process in order to monitor and identify strengths, weaknesses, areas for improvement and development. As a result, for example, training needs of staff are not currently clearly identified and acted upon quickly and effectively enough in order to confirm staff's confidence and ability in delivering the Early Years Foundation Stage. There has been some acknowledgement that resources need to be improved, such as regarding information technology, the outdoor area and wheelchair access, and grants have been applied for.

Required documents, policies and procedures are in place, although not all records are accessible on site impacting on communication and effective management. Risk assessments and daily checks are clearly recorded, and effectively implemented in order to keep children safe. Strict hygiene procedures are adhered to including the recording of fridge, room and food temperatures. There is a clear complaints procedure and complaints log in place; however the system of recording complaints does not always clearly identify individual complaints. Robust recruitment and vetting procedures are in place to ensure that children are well protected. However, the designated person for safeguarding children has not attended child protection training. Staff are aware of their responsibilities regarding child protection but are not always fully confident regarding the action required.

Staff demonstrate suitable understanding of inclusive practice to support children with learning difficulties and/or disabilities. Staff work very effectively in partnership with parents such as through daily communication and regular newsletters, and link with other providers, developing a consistent approach to meet children's needs.

The quality and standards of the early years provision

Children are happy, content, well-settled and made to feel at home by the welcoming team of staff. Currently, the numbers of children attending are low with just three of the five rooms in use. All children, including babies, enjoy friendly interaction from staff who demonstrate a clear understanding of child development. Although staff do not feel confident, they are effectively planning a wide variety of activities across the six areas of learning which children clearly enjoy. Children are active and inquisitive learners predicting the outcome when mixing two paint colours together. They are keen to demonstrate their information technology skills on the computer, having mastered a fruit matching game. However, the availability of a broad range of resources does impact on staff providing more stimulating and exciting experiences such as in the outdoor area; and the lack of availability of double pushchairs often prevents younger children being taken out on walks.

Children's learning and development needs are clearly identified through detailed observations and assessments of the children which clearly inform planning in order to effectively plan children's next steps. Staff are attentive and listen to the children, providing additional activities to reinforce their next steps in learning, such as babies practising their feeding skills by scooping sand; older children predicting successfully how many more caterpillars needed to reach five. Details of each child's learning are recorded in delightful and informative learning journals. These, along with individual daily written and verbal feedback, parent evenings, newsletters and events such as 'Children in Need', Comic Relief and some cultural festivals, keep parents fully informed of their children's activities and progress, encouraging parents involvement.

Babies respond to staff at lunch with smiles and gurgles and as they play on the floor together. Older children are confident and articulate and make choices, enjoying a balance of adult-led and child-initiated activities. All children behave well, acknowledging the boundaries, with older children's understanding supported by the use of 'Gregory the snake'. They are clear not to shout 'as it hurts Gregory's ears!'

Children learn about keeping safe through effective monthly fire drills and know to walk, not run indoors. They learn to sit at a table at snack and mealtimes which are enjoyable, social occasions, interacting with staff and each other. Children enjoy hot, healthy lunches provided by external caterers. They learn about healthy eating as they enjoy fresh fruit and vegetables through the day with water available at all times to keep them healthy.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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