

Sandy Bears Nursery and Pre School

The Old School House, 1 High Street, Tattenhall, Cheshire, CH3 9PX

Inspection date	24/09/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- There are rich, varied and imaginative experiences delivered by practitioners who have very high expectations of themselves and the children, expert knowledge of the areas of learning, and a clear understanding of how children learn.
- Children are very happy, motivated and keen to learn. They demonstrate high levels of independence, curiosity and imagination and develop strong relationships with practitioners and each other.
- The high quality indoor and outdoor learning environments and effective planning and assessment provides children with an interesting and stimulating range of activities that involves children and builds on their natural curiosity and interests.
- The key person system successfully improves relationships with children and their families. Practitioners work positively with specialist help where this is needed to ensure no child gets left behind.

It is not yet outstanding because

- self-evaluation is not sufficiently robust enough to identify all strengths and all areas for improvement to ensure continuous improvement

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three main play rooms and the outside learning environment.
- The inspector held a meeting with the manager of the provision.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day, and of information included in the self-evaluation form.

Inspector

Ron Goldsmith

Full Report

Information about the setting

Sandy Bears Nursery and Pre School was re-registered in 2012. It operates from two rooms in The Old Schoolhouse in Tattenhall, Cheshire. The setting is accessible to all children, and there is a fully enclosed area for outdoor play. The nursery opens Monday to Friday, term time only, for 51 weeks of the year. Sessions are from 8am to 6pm. The

setting also operates a breakfast and after-school club from 8am to 9am and 3.30pm to 6pm during term time. The setting operates a holiday club during school holidays from 8am to 6pm.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are seven members of childcare staff, of whom all hold appropriate early years qualifications at level 3 or above. The setting receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop the evaluation process so that it more robustly identifies strengths and areas for improvement so that outcomes for children continue to improve.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are enthusiastic and curious learners who are supported by practitioners who have a very good understanding of how children learn. Teaching is strong across the setting for all children, including the very youngest, so that they are engaged and captivated in meaningful play activity.

Practitioners provide a broad range of opportunities for children to develop their early writing skills, evidence of this is displayed around the room. They learn to recognise and practise emergent writing in a variety of situations, both indoors and out, for example registering themselves into the setting with name cards, from which they begin to identify the letters which make up their names. Most three-year-old children are confident with the sounds of initial letters and are able to identify specific objects that begin with the sound, as a result of effective support from staff.

Practitioners implement secure planning and monitoring across the seven areas of learning, and children benefit from opportunities to play outside on a daily basis. The outdoor environment has been improved to include interesting learning opportunities for children such as the 'ECO-project'. This increases the opportunities for children to spend more time learning outdoors about projects which are environmentally linked. For example, they develop an awareness of the need to recycle and the importance of nature as a means of developing knowledge of the world. This offers opportunities for those children whose preference is for outdoor learning to extend their skills in this area. All children enjoyed and engaged in a story which was read to them outdoors in the rain, while sitting safely in a cosy wooden shelter. The activity helped extend their understanding of language as they joined in to anticipate and predict key events in stories.

Children are well supported and valued, as they confidently express their needs and preferences. They are very secure in expressing themselves. Where children are recognised as requiring additional support, practitioners successfully work with parents and other professionals to ensure each child's individual needs are met. Babies and toddlers develop their language skills very well because they receive individual care and learning. They delight in babbling and increasingly experiment with sounds and words to communicate, which is recognised and promoted well by staff.

Systems to assess children's starting points on entry and transitions across the provision are exceptionally secure. These are implemented in a variety of ways, including working closely with parents from the beginning to establish initial targets, linked to the Early Years Foundation Stage. Parents receive periodic reports and are invited to stay-and-play sessions, such as a recent 'messy play' day. Parents comment that this has improved their understanding of how much children learn through play. Consultation meetings are held each term so they are fully included in setting children's individual targets and are helped to understand how to support their children's learning at home.

The well-resourced learning environment, organisation of planning and practitioners' secure knowledge of children's targets help to ensure that every opportunity is made to support and extend children's learning across all areas. Staff are skilful in the way in which they use adult-led and child-initiated activities to challenge children's thinking. Interaction between practitioners and every child is exceptionally strong, and this is exemplary in relation to the very youngest children.

The contribution of the early years provision to the well-being of children

The highly successful implementation of the key person system and the effective deployment of highly motivated and enthusiastic practitioners, ensure that all children form secure emotional attachments. Consequently, babies' developing independence is strongly supported, and children's curiosity and their developing skills for future learning are promoted well. All children show an extremely strong sense of belonging and demonstrate that they feel safe. Children are extremely confident and have high self-esteem, learning to negotiate and cooperate with their peers and displaying an excellent awareness of responsibility.

Babies settle well because practitioners are familiar to them and have an exceptional knowledge of their individual likes, needs and routines. They develop secure attachments with practitioners, who offer reassurance if they need to but also allow children opportunities to explore their environment individually, under close supervision. In this way, their early investigative skills are promoted through the use of a wide range of resources, including treasure baskets filled with different items, textured discs and shape-sorters.

Children develop excellent self-care skills, for example as they open their lunch boxes at lunchtime. The setting has given parents handy tips on ensuring children have a choice of healthy foods at meal times. Resources are deployed and maintained to a very high

standard, are clearly organised and easily accessible to children, which fosters their choice and independence. The indoor and outdoor learning environment encourages children's creativity and imagination, and enables them to play an active role in their learning during routine sessions for self-chosen play.

All children have access to the stimulating environment and skilled support from practitioners to enable them to be well prepared for the next stages in learning and transitions to school. They are able to participate in activities which cover the seven areas of learning, and as a result, they make good progress in their development and are motivated to learn. Throughout the nursery, children are developing skills for the future through the range of activities. Babies explore their surroundings with confidence and they begin to understand how to use a spoon to eat with. They enjoy musical toys and show pleasure as they communicate with early language sounds and words. Simple mathematical and scientific concepts are introduced during stories and focused activities, and children are introduced to the growing and planting of seeds and the importance of the environment. Their language skills are developing because staff engage in rhymes and stories as they play with the children and take time to listen to them.

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

Leadership of the setting sets high aspirations for quality. Management successfully identify priorities through various evaluative mechanisms, such as an evolving self-evaluation document, listening to staff ideas and asking parents for their views. These are then used to shape future priorities. However, the self-evaluation is not robust enough to ensure continued and systematic improvement to the quality of the provision, for example it does not consistently identify strengths and all areas for improvement. Managers monitor staff performance formally through appraisals and informally through observation of practice and discussion.

There are rigorous systems to observe, assess and monitor each child's progress. Practitioners with defined responsibility liaise closely with a wide range of professionals and work together to support children and their families. Extensive partnership working with children's parents, as well as with relevant professionals, enables parents to play a full and active role in their children's learning. Parents' views are sought informally through discussion and formally through satisfaction surveys and performance questionnaires.

The manager and staff are fully trained in safeguarding children. They are confident to follow procedures and link with other agencies to ensure children are safe. A comprehensive child protection policy is shared with all staff and parents to keep them informed of their responsibilities. Children are further safeguarded by the setting's robust recruitment, vetting and induction procedures, which help ensure the suitability of staff who work with the children. Every child, from the youngest to the oldest, receives a happy and enjoyable early years experience, which secures their future learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY443265
Local authority	Cheshire West and Chester
Inspection number	788503
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	30
Number of children on roll	46
Name of provider	Sandy Bears Nursery & Pre-School Ltd
Date of previous inspection	Not applicable
Telephone number	01829 770 889

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years

Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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