

Sandhills Day Nursery (Barnt Green)

42 Sandhills Road, Barnt Green, Birmingham, West Midlands, B45 8NR

Inspection date	16/10/2012
Previous inspection date	05/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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		2
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

- Children are extremely well safeguarded in this setting as a result of robust recruitment procedures and the implementation of exemplary policies and procedures. All staff are well trained in safeguarding and child protection issues and are monitored regularly.
- There is a strong partnership with parents and carers. They are fully involved in their children's learning through contributing to their 'learning journeys' and by sharing information about their child's achievements on an ongoing basis.
- Children are making good progress in the welcoming and stimulating environment of the nursery. Their individual needs are well met as their interests are closely observed by their key person and used effectively to plan their next steps in learning.
- Children are learning to be independent and to manage their self-care very well. They are confident in choosing activities and telling staff which songs they would like to sing. There are secure bonds between each child and their key person.

It is not yet outstanding because

- Staff have yet to fully develop their observations of children in order to discover more about their individual learning styles to inform planning more effectively.

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 base rooms and the outside learning environment.
- The inspector held meetings with the directors and 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 in information included in the self-evaluation form.

Inspector

Catherine Sharkey

Full Report

Information about the setting

Sandhills Day Nursery (Barnt Green) opened under new ownership in 2005. It is one of five settings run by Sandhills Limited, a private company. It operates from five rooms in a converted house in Barnt Green, Worcestershire. All children share access to an enclosed outdoor play area. The nursery is within easy access of local facilities. There is currently

no wheelchair access to the building, with three steps to the front of the nursery and a step into the garden.

The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 28 children aged from six months to under five years on roll, some of whom receive funding for early education. Children up to the age of seven are cared for before and after school. Children come from the local and wider areas and attend for a variety of sessions. The setting has procedures in place to support children with special educational needs and/or disabilities and has strategies to support children who speak English as an additional language.

There are currently eight members of staff who work with the children at different periods throughout the day. Of these, one holds a level 4 qualification, five hold level 3 and two hold level 2. Students attend on a regular basis. The nursery works in partnership with local schools and other providers delivering the Early Years Foundation Stage.

What the setting needs to do to improve further

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

- continue to further develop staff's individual training programmes, especially with regard to monitoring their observations of children's particular patterns of movement, sometimes referred to as schemas, in order to meet each child's needs even more effectively.

Inspection judgements

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

Children are making good progress in all areas of learning. Staff develop children's language and vocabulary well during activities, sometimes extending younger children's sentences. The rooms in the nursery are colourful, well organised and welcoming and there is an extensive range of good quality resources which provides a stimulating learning environment. These are used effectively to enhance children's learning in all aspects of the Early Years Foundation Stage. Staff know children well and give their interests a high priority when planning activities which meet their individual needs. Each child's key person makes detailed observations which are used to plan their next steps so that they build on their learning. Parents share information with the key person on what their child knows and can do to provide a starting point on which to build. They contribute photographs, comments and information for their 'learning journeys' and sometimes continue activities

at home in which children have shown interest. This means parents are fully involved in their child's learning. Parents are fully informed about the activities their children take part in and their purpose. They attend parents' workshops several times a year when they are able to stay and join in the activities with their child. Children's assessment records are linked to the early learning goals and they progress at their own pace and level.

Staff have a good understanding of the Early Years Foundation Stage and the different ways in which children learn. They are beginning to develop their observations on children's patterns of movement, which gives them further insight into each child's individual style of learning. Teaching is good across all areas of learning and in all age groups. Children's outdoor learning experiences are being developed very effectively to match those indoors.

Children are beginning to understand and respond to stories by predicting what might happen or looking intently at the pictures. They are learning early reading and writing skills through a wide range of mark-making activities and are becoming familiar with the extensive range of letters, words and sentences on display around the nursery. Staff plan an exciting range of stimulating activities which encourage children to use their imaginations, such as dancing and moving like animals. This links to the theme of elephants and other animals which a group of three-year-olds are interested in. Babies are happy exploring sounds made by various percussion instruments which they shake as their key person sings and encourages them to join in. They laugh and gurgle as they watch themselves in a large, floor-level mirror.

All children learn about their world through growing plants and digging in the soil and bark in the garden. They find out about their local area on trips to the shops, the park and the railway station. Children learn about other cultures and festivals through exciting artwork, food tasting and nursery resources which reflect people around the world.

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

All children are safe, happy and secure in the caring, friendly atmosphere of the nursery. The key person system means that children have a secure bond with one member of staff who knows their needs and routines very well and works with the child's family to support these needs effectively. Parents may stay to settle children when they first start at nursery until they become used to their key person and can be left in their care for longer periods of time. Strong links between home and nursery, such as children bringing in comfort items, help them to settle and allow them to feel secure if they are upset. Children's levels of confidence and independence are increased as they are encouraged to try things on their own. For example, three-year-olds serve their own lunch and two-year-olds manage their cutlery and cutting their food very well. Children are praised for their achievements and ideas, which gives them a sense of self-worth and encourages them to want to try more things for themselves.

Children are developing their self-care skills very well. They find their own drinks when they need them and staff encourage them to put on their own coats and gloves with help if they need it. They choose their own activities and resources and often influence the

direction an activity will take. For example, three-year-olds decide which animals they want to pretend to be during a movement session and which programs they would like to use on the computer. Babies and two-year-olds enjoy exploring the exciting objects in treasure baskets, such as soft brushes, sponges and wooden rings, and they make use of the comfortable cushioned areas in their rooms. All children enjoy each other's company and have very good relationships with the caring staff. They are engaged in their activities and concentrate very well on listening to stories and instructions. Children are calm and very well behaved. They are aware of each other's needs and know not to push when they line up quietly. Children are taught how to keep themselves safe when crossing the road and are given an awareness of 'stranger danger'.

Children are given the opportunity to grow their own fruit, vegetables and flowers in the nursery garden, which contributes to their learning about making healthy choices in their food. They are provided with fruit at snack time and nutritious meals for lunch and tea. They are supervised in the bathroom to ensure they wash their hands properly and are taught about care of their bodies, such as keeping their teeth clean. Daily fresh air and exercise are given great importance in the nursery. Children develop their physical skills well on the climbing equipment and through music, dance and movement sessions. They enjoy using the soft play room, taking part in obstacle courses and using the hoops, balls and a wide range of other resources to develop their coordination and help them to learn to take turns.

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

The nursery management has high expectations for both staff and children. Staff performance is observed and monitored regularly in order to identify any areas for improvement through training. Annual appraisals are part of a very thorough, ongoing two-way process between staff and management which means that staff training and professional development is planned in order to improve the quality of teaching and all aspects of the provision. There is very good teamwork and the manager models good practice for staff to build their knowledge and confidence in areas that have been identified for improvement. Management offers extensive support to all staff and there is a comprehensive induction and mentoring process for new staff, ensuring they become familiar with the policies and procedures in the nursery. The monitoring of the provision is assisted by the local early years improvement advisor with whom the setting has regular contact and who visits the nursery on a regular basis. Training is cascaded to all staff so that they benefit from each member's course attendance.

A highly robust recruitment process ensures that new staff are suitable to work with children. The premises are fully secure and children are supervised closely. Management ensures that all staff have appropriate training in safeguarding and child protection and that they are regularly tested on their knowledge and implementation of the meticulous policies and procedures to keep children safe. Detailed risk assessments ensure children are safe both on and away from the premises. All staff hold current paediatric first aid certificates, and parental consents are obtained for medical administration which means children are safe in their care.

The nursery has strong links with parents and carers as they share information on their children's progress through discussion with their child's key person as well as through diaries which they take home. Parents are involved in many events at the nursery throughout the year and are always made to feel welcome. Staff work closely with other professionals, such as a speech and language therapist, in order to support children with special educational needs and/or disabilities effectively so that their needs are met. Close links with children's schools and other early years providers complement children's learning at their other settings and ease their transition to school. Information on children's progress and needs is shared between practitioners so that children's needs can be met effectively.

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	EY314402
Local authority	Worcestershire
Inspection number	820437
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 7
Total number of places	45
Number of children on roll	33
Name of provider	Sandhills Limited
Date of previous inspection	05/11/2008
Telephone number	0121 445 1235

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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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