

# Sandhills Day Nursery

Yew Tree Court, Maypole Street, Wombourne, WOLVERHAMPTON, Staffordshire, WV5 9JB

## Inspection date

Previous inspection date

03/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
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	1

## The quality and standards of the early years provision

### This provision is outstanding

- Children make excellent progress in all aspects of their learning and development supported by enthusiastic and passionate staff who know their key children's needs very well.
- The partnership with parents and carers is extremely well-established; they understand how their children are progressing and are actively involved in contributing to the planning.
- Children develop very strong attachments with their key persons and their peers; this promotes their development of independence and exploration.
- Highly effective management systems, such as regular supervision monitoring, enhances staff performance. The self-evaluation process includes all stakeholders with improvement plans clearly targeted to bring about effective changes.
- Children are happy, motivated and eager to engage in the learning activities. They demonstrate extremely positive behaviour and strong self-assurance.
- The nursery premises are safe, very well-equipped and very welcoming; careful thought has been given to the layout of rooms, providing children with easily accessible resources that challenge them and promote their learning.

## 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.

## Inspection activities

- The inspector observed activities and interaction in all of the care bases and during outdoor activity.
- The inspector spoke with the owner and the manager and conducted joint observations with the manager.
- The inspector took account of the views and comments from some parents spoken to during the inspection.
- The inspector examined a range of documentation including records to assess staff suitability and qualifications, children's records, policies and procedures and children's developmental records.
- The inspector read through the setting's self-evaluation and discussed the content with the manager and the owner.

## Inspector

Patricia Webb

## Full Report

### Information about the setting

Sandhills Wombourne was registered in 2012 on the Early Years Register. It is situated in purpose built premises in the village of Wombourne in Staffordshire, and is one of five settings managed by a private provider. The nursery serves the local area and is

accessible to all children. It operates over two floors with stair access to the upper floor.

The nursery employs 14 members of child care staff, all of whom hold appropriate early years qualifications at level 2 and 3. The manager holds an early years degree and has Early Years Professional status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 60 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It has systems in place to support children who speak English as an additional language and children with special needs and/or disabilities.

### **What the setting needs to do to improve further**

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

- enhance children's outdoor learning opportunities further by developing the outside play area on site.

### **Inspection judgements**

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

Each child in the setting receives tailored support from highly skilled and enthusiastic staff who take time to know individual characters very well. Consequently, children make excellent progress in their early learning and development, striving to reach their full potential. Staff work exceptionally well with parents and carers to involve them in their children's attainment. Key persons inform parents about their child's interests and strengths and invite parents to contribute their ideas for activities which will promote these further. For example, a child shows a great interest in water play and a parent suggests an activity that explores sinking and floating. Another parent suggests looking for shapes and signs in the local area when their child starts to recognise two-dimensional shapes. This promotes a shared approach to reflecting on the importance of what children learn at home, as well as in the setting.

Staff are very skilled in questioning and extending children's thinking skills and encouraging their communication. Staff know that eye contact, facial expressions and undulating voices are instrumental in developing early communication with babies and young toddlers. They use baby signing within the setting, reducing frustration and upset when younger children communicate their needs before language is fully developed. Older children register themselves each day, selecting their name cards and displaying them on

arrival. Staff help younger children in this by including children's photographs, many of which are only required for a short time. This is because staff draw children's attention to the letters and sounds of their names and have high expectations that children can and do recognise the written names swiftly.

Older children operate the interactive white board, accessing suitable games and programmes that encourage their thinking and problem solving. A child is supported by a friend who shows them how to use the stylus and identify the correct icons to use. When a child concentrates on drawing a number of brown shapes, the key person asks the child to share her work. The child delights in telling all that these are tortoises and they are off to 'hiberate' for winter. The member of staff repeats the phrase correctly so that the child learns without feeling corrected.

Babies and toddlers thoroughly enjoy their activities. Staff sit on the floor, ready to interact and support the children as they wish. Low level resources enable them to make their own choices and many crawl to the comfy 'cosy zones' in each room as they select books, painting activities and wheeled toys to promote their all-round enjoyment and achievement. A young toddler delights in operating a sit-on electric train, having been shown how to use the lever. He joins in enthusiastically, copying the 'choo choo' sound the train makes and seeking out the key person for reassurance of his achievement.

Observation and assessment of children's progress across all areas of learning and development are sharply focused. Staff use Development Matters in the Early Years Foundation Stage guidance and accurately track each child. This means that staff can monitor and identify areas where individual children may not be achieving as well as they should or where children who excel in some aspects may require additional challenge. Staff work exceptionally well with other professionals to support each child and their families where necessary.

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

Children show increasingly high levels of self-control and confidence during their activities. They are self-assured and motivated to engage in self-chosen activities. A group of older children delight in being outside in the fresh air and re-enacting their favourite story of hunting a bear. They develop their imagination as they 'swish through the long grass, splodge through the mud and splash through the water'. They squeal with feigned fright when the bear is discovered in the 'cave'. Younger children enjoy the same story but through an activity that is more appropriate for their levels of concentration and interest. A member of staff uses the large book and a number of props to engage the children actively. A toddler then directs children and adults to 'shhhhh' as the 'bear' is hiding outside the door.

The nursery is seeking to develop on-site outdoor play facilities to build on more spontaneous access to outside play. However, all children in the setting enjoy regular walks around the village. Older, more able children test out their skills and prowess on some large equipment in the nearby park. Babies are taken out for walks in a range of

pushchairs and buggies as their key persons point out the changing seasons and the recent Christmas lights. Music and movement and dance activities are also enjoyed by the children as they bounce, sway and skip to the many types of music they hear on a daily basis. Such activities enable children to develop co-ordination, learn to balance and move in different ways and become aware of the effect exercise has on their bodies.

Working very closely with parents, staff take time to explore and research particular routines, some of which they may not be wholly familiar with to start with. Feeding, sleep routines and toileting are managed very effectively for each child ensuring that parents' wishes are fully acknowledged. Parents contribute constantly to keep staff informed about their children's individual needs and share some achievements from home. For example, the arrival of a new baby in a family is shared and talked about to help the sibling in this transition and change. Children develop independence in all aspects of their early development. Some babies follow a self-led weaning programme and staff organise their supervision to ensure they are eating well and enjoying their meals. All children help themselves to fresh water throughout the day and tuck in to their home-cooked meals that are balanced and nutritious.

The key person system is highly successful in ensuring that children feel secure as they develop strong attachments with the adults. This helps children feel emotionally secure as they move through the setting and prepare for the next 'big steps' in their lives, such as going to school. They show an awareness of their own safety and that of others as they hold the rails when ascending the stairs, use large and small equipment with care. They know that tidying up is important so that no-one trips up and the resources are carefully looked after. Younger children are supported in managing strong emotions and feelings as they relate to the 'behaviour zone' pictures that reflect the impact their behaviour may have on others.

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

Very strong leadership and management drives the vision and ambition for this setting. The manager works very closely with the owners who demonstrate a 'hands on' approach to monitoring all aspects of the setting. A highly motivated staff team is encouraged to undertake training, share skills and interests and contribute to all aspects of the operation. This ensures ongoing improvement and a varied and stimulating programme is developed for all children. For example, staff identified a need for each of the care rooms to have direct access to toilet facilities and a kitchenette being added to the bases for younger children. This was considered by the owners and put into place, thereby enhancing the facilities for both children and staff.

The practice is well-established as the nursery was in operation before its move to the current premises. Staff have utilised the new and highly stimulating environment to great effect, enhancing the children's enjoyment and learning opportunities. Quiet and comfy 'zones' and corners are prepared to offer space for children to choose to be active, relax on comfy cushions, or look through their favourite book in a calm and restful way. The

owners and the management are seeking to develop some secure outside play space on site to enhance children's outdoor learning opportunities.

Safeguarding arrangements are very secure and staff are confident in the procedures to be followed should they have any child protection concerns about a child. Parents are further reassured of their children's well-being and safety through the rigorous and stringent policies and procedures for the recruitment and selection of staff. Robust systems are in place for staff appraisal and supervision. These ensure a consistent and highly professional approach is delivered by all staff to enhance children's progress and offer high quality care, learning and development. Some staff and the managers conduct further research and work outside the setting to develop their knowledge base and share some information, such as the baby signing, with parents. Parents speak very positively about the setting and how they are involved in their child's progress. They are fully informed about the Early Years Foundation Stage as staff include references to the characteristics of effective learning in their children's developmental records.

### 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

<b>Unique reference number</b>	EY439684
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	806283
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	70
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Harcharan Kaur Basra
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01902326500

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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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