

Sand Dunes Nursery Childcare Service

Sand Dunes Nursery, 41 Caradoc Road, LIVERPOOL, L21 4NB

Inspection date	18/03/2013
Previous inspection date	28/04/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 confident and move freely around their rooms. This is because the staff offer support and reassurance if it is needed.
- Staff have a good knowledge of how young children learn. This means they are able to plan appropriate levels of activities and experiences for the children.
- Robust recruitment and induction programmes ensure that staff employed are suitable to work with children. This means that their safety is promoted.

It is not yet outstanding because

- The learning environment is not rich in print, especially for the younger children. This means that their awareness of numbers, letters and that print carries meaning is not supported.
- Very young children have limited opportunities to promote their learning in areas, such as making marks using all their senses.
- Parents have no input in their children's records. This means that they are not fully involved in their children's 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector carried out observations in the setting and of the children playing.
- The inspector looked at a range of documentation. This included policies and sample of children's learning records.
- The inspector spoke with parents on the day and also took account of information gathered from parent questionnaires.
- The inspector and manager carried out a joint observation.

Inspector

Sandra Harwood

Full Report

Information about the setting

The nursery was registered in 2009 on the Early Years Register. It is situated in a purpose built premises in the Seaforth area of Liverpool. The nursery serves the local area and is accessible to all children. It operates from three individual rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 20 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 or above, including two with Early Years Professional Status.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 57 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children, who speak English as an additional language and those 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:

- provide younger children with a wider range of activities to promote areas of learning, such as making marks using all their senses to explore and investigate natural objects.
- develop the learning environment for younger children by; ensuring the environment is rich in print, so children can learn about words, for example, by using signs, labels and posters.
- extend opportunities for parents to be involved in their children's learning, for example, through creating space for their input in their child's learning record.

Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and how children learn. This means that planning and assessment clearly identifies children's progress. This

enables them to plan varied activities and experiences to cover all areas of learning and development through a balance of adult-led and child-initiated learning. Regular observations and annotated photographs in the children's learning records support this further. This ensures that all children are developing within the expected age band and extra support can be given if required. Parents are encouraged to share information about their children's learning at home. However, there is no space for parents input in children's learning records to support this involvement further. The progress check at two years is in place and carried out by the key person. They share this information with parents and work together to decide how to put in extra support if required. Children are observed during the first few weeks in the setting to gather information of their stage of learning. Along with information gathered from parents at the start, this enables the key person to support them and plan appropriate levels of support to meet their individual needs and learning.

Children enjoy their time in the setting and quickly become involved in the activities available to them. They self-select from the range of resources both inside and outdoors. Children take advantage of the free-flow to the garden where they enjoy a broad range of resources that support their learning and development. All rooms have their own outside areas but share the main garden where they have opportunities to develop their physical skills. Children laugh as they explore the muddy soil and others use the wheeled toys on the paved area. The very young children are supported by staff as they practise their balancing skills. Children become engrossed as they pour water into the guttering, they watch with interest as it moves along and is collected in buckets at the end. As a result, children are learning to solve problems, work together and develop their concentration in preparation for their next stage in learning.

Staff are observant of individual children's needs, they respond positively using appropriate approaches to support their learning. For example, when children express their wish to make balls with dough, a staff member demonstrates and explains how to roll the dough between hands. She encourages the children to try for themselves, offering praise and guidance. When children show they need help, she gently takes their hands and guides them in the actions, then allows them to continue trying. Great cheers fill the room when they successfully make a ball and throw it in the basket shouting 'goal'. Children and staff continue to make balls and change to making them into snowmen. This allows them to consolidate their skills. In the baby room, caring and attentive staff meet the needs of babies effectively. Babies have room to reach, stretch, roll and walk around, which helps them to develop their co-ordination and space awareness skills. They enjoy a game of building towers and knocking them down. Babies and staff repeat this time after time, consolidating their learning through playful fun.

Communication and language skills are promoted well throughout the setting as staff ask questions that encourage children's thinking skills. However, the learning environment for younger children is not rich in print to stimulate their awareness of word and how print carries meaning, this impacts on their learning. Children across the age ranges enjoy opportunities and easy access to a range of activities, such as, role play, sand, jigsaw puzzles, construction and variety of ways to explore their imagination and practise making marks. However, very young children do not have access to resources, which support and develop their skills in making marks.

Staff support children, who have English as an additional language, special needs and/or disabilities. They develop their understanding and language by commenting on their actions and provide a model of language at just the right level. Activities are adapted when required to support children with special needs and/or disabilities. This ensures that they access all activities to support their learning and development. Children learn about the wider world as they regularly go on walks in their local community and explore a range of festivals and cultures.

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

Children come in happily to the setting where the colourful elephants, well-resourced environment and warm greeting from staff welcome them and their families. Children are confident and move freely around their rooms, following their own interests. They readily approach staff if they need support or reassurance, which further demonstrates their feeling of security. Staff are vigilant to the needs of babies and respond when they are unsettled. For example, they talk softly to them, asking if they are tired as they snuggle in. Transitions within the setting are managed flexibly, depending on the need of the children. They know the staff and children from other rooms as they interact daily outside. Key persons exchange information and room visits further support this.

An appropriate key person approach is in place, which helps both parents and children to build secure relationships with a special person. The setting has an effective settling-in process when parents and children make visits to the setting. Parents stay and play before leaving their child. This enables them to feel secure and become familiar with the key person. In addition, very young children bring in comforters, which help them to settle. These practices all support a smooth transition into the setting. Older children and staff talk together about school. This helps support their future transition to school.

Children of all ages enjoy being outside as often as possible. This encourages their independence through the continuous provision on offer. Healthy snacks and meals freshly cooked in the setting support children's developing understanding of a healthy lifestyle. Meals and snack times are social events when children enjoy eating together. Adults encourage conversations and reinforce appropriate behaviour. As a result, children demonstrate good manners and a growing confidence in developing their skills in using cutlery.

Children are given gentle reminders about safety. For example, when children climb on stacked construction blocks or pile too many chairs together to carry, as they tidy up after an activity, staff ask why it may not be safe. Outside, staff give clear explanations to older children as they play on the see-saw with younger children, such as why they have to be careful. This supports their understanding of keeping themselves and others safe.

Relationships are strong at all levels and children are learning to respect and tolerate each other. They are encouraged from the earliest of ages to share, as staff talk about turn taking through play. Babies are encouraged to build a track together as they each have a

piece. Older children share books together or make sure that everyone at the table has dough.

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

The manager is clear about her role and responsibility in the safeguarding and welfare of children in her care. Staff have a good knowledge of the correct procedures to follow should a concern arise about a child or adult behaviour in the setting. Following an incident of biting, concerns were raised that children were not adequately supervised because staff had not informed the parent and had been unaware of the incident. The incident was investigated by the setting and local authority. Ratios were correct at the time of the incident. At the inspection, the manager showed the inspector all the paper work concerned with the incident and the review, which was carried out. This includes written feedback from the local authority, who felt that the review had been carried out correctly.

Following the incident, the manager has held several meetings with staff to ensure that they fully understand the need to fully check children if a suspected incident occurs. Staff have also been informed and reminded of the importance of challenging each other and reporting concerns to the manager.

Staff on the day of inspection were vigilant and supervised all children well. Discussion with staff in the room shows that they have a good understanding of the importance of supervising children and of being vigilant with particular attention to less mobile children. Areas have been developed for such children and was in use on the day of the inspection. The manager now ensures that she carries out regular checks across the setting to further support staff. Robust recruitment and effective induction for staff, students and supply staff ensures that their suitability to work with children. Risk assessments for the setting and outings support children's safety and security.

The setting is committed to offering a quality service to the children and families, who attend. The manager and her team demonstrate a positive attitude towards developing the service and practice. The setting's self-evaluation is effective in identifying strengths and areas for improvement. Parents' views are gathered through questionnaires and an action plan is implemented to address their views and suggestions.

Staff performance is monitored through staff supervision and regular team meetings. There is a strong commitment to the ongoing professional development of the staff team and manager. This is achieved through attending training courses, in-house training and support from the local authority and teacher, who supports the learning in the setting.

Regular monitoring of planning and assessment by the manager ensures that an accurate understanding of children's progress is recorded and tracks their progress from entry to the setting, enabling any gaps to be identified quickly and appropriate support put in place for children or staff. The whole staff team work positively with parents, so that they are effective in meeting the learning and developmental needs of their children. Partnerships

with external agencies further support this.

Discussions with parents highlight their confidence in the staff. They state that they feel their children are 'safe and secure in the setting'. 'Staff are welcoming and approachable'.

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 action. 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	EY400808
Local authority	Sefton
Inspection number	907385
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	47
Number of children on roll	57
Name of provider	Sefton Metropolitan Borough Council
Date of previous inspection	28/04/2010
Telephone number	0151 928 3010

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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, which are usually the childminder's 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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Piccadilly Gate
Store St
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M1 2WD

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