

# Sandmartins Day Nursery

The Food & Environment Research Agency, DEFRA, Sand Hutton, York, North Yorkshire, YO41 1LZ

<b>Inspection date</b>	12/06/2013
Previous inspection date	28/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 are highly confident and show a superb level of independence because practitioners extend children's curiosity efficiently through play; and lead enthusiastic discussions and group activities across a balance of child-initiated and structured adult-led activities.
- Partnerships with other professionals are highly effective in providing for children's individual needs. Children make superb progress. Transitions in, through and out of the nursery, are exceptionally well organised to promote continuity of care and learning.
- Teaching highly motivates children to learn as a result of practitioner's excellent knowledge; they provide a rich varied and imaginative educational programme. This is supported effectively because parents also contribute to their children's learning.
- Children benefit from the thoughtfully planned vibrant play areas in and out of doors. This creates enabling environments for all ages of children to engage in purposeful play because a wealth of resources inspires their interests, learning and development.
- The observations, planning, tracking and assessments are used effectively to help practitioners understand children's individual level of achievement and ability, interests and learning styles to shape future learning experiences for each individual child.
- Children show superb cooperative skills when playing together, they are keen to share their ideas and explore in real hands on activities, as a result, children become deeply involved and motivated in their learning and consolidate what they can do.

## 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.

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

## Inspection activities

- The inspector observed activities in all the rooms and in the outdoor environments. She also observed the snack time and lunch arrangements.
- The inspector looked at children's folders, containing observations and assessment records. She also looked at the detailed planning and evidence of the suitability of staff.
- The inspector completed a joint observation with the manager and completed a joint observation with the deputy. She also had discussions with the key persons.
- The inspector held meetings with the area manager.
- The inspector also took into account the views of parents and children spoken to on the day. She also took into account the feedback sheets.

## Inspector

Caroline Stott

## Full Report

### Information about the setting

Sandmartins Day Nursery registered in 1996. It is registered on the Early Years Register and the compulsory part of the Childcare Register. It is managed by Childcare Enterprises Ltd, a national chain of nurseries. The nursery building is on the site of the Food and Environment Research Agency (FERA) at Sand Hutton just off the A64 to the north of York. The main purpose of the nursery is to provide day care for staff employed at the laboratory, although places are offered to other parents for children. The nursery operates from a two storey purpose-built building. The ground floor areas used by the children have adjacent outdoor areas for play and learning.

The nursery employs 10 members of childcare staff. Of these, one holds Early Years Professional Status. Two hold an early years degree, seven hold appropriate early years qualifications at levels 4 and 3. The nursery opens Monday to Friday from 7.30am to 6pm all year round with the exception of bank holidays. Children attend for a variety of sessions. There are currently 67 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 supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery 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:

- enhance further the already first rate practice achieved by introducing even wider supervisions, such as practitioner peer-on-peer observations.

## Inspection judgements

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

The practitioners provide a vibrantly organised environment and interesting and stimulating experiences to support children to develop and learn effectively through the seven areas of learning. Imaginative activities are developed from children's interest and enable children to learn successfully through exploring within their play and experiences. Structured adult-led activities are organised to meet children's next steps in their learning and to strengthen children's current interest and arouse their curiosity further. As a result, children become deeply involved and motivated in their learning. For example, toddlers look at elephant figures and paint their representations. Older children master applied skills carefully as they create passports, recording their thinking and make connections in

their ideas. Babies are fascinated by the sensory area and investigate using all their senses purposefully. Consequently, children are supported extremely well in relation to their age and stage of development, and therefore develop the skills needed in order to progress and to be ready for the next stages in their learning. Practitioners monitor and track children's progress through effective observations and comprehensive assessments. This ensures any gaps in children's learning or development are quickly identified and acted upon. As a result, children are supported well and make superb progress.

Children's communication skills are highly motivated through enthusiastic conversations throughout the nursery, which promotes tremendous dialogue. Older children benefit from a phonic activity within circle time and eagerly talk about things beginning with the letter sound. Children answer questions energetically and give meaning and understanding to their thoughts. This means children express themselves effectively and are able to make inspired comments, showing an awareness of their learning. Practitioners read familiar stories to children at their request in and out of doors, which encourages their communication and listening skills even further. They motivate children to join in with repeated refrains and actions and encourage children to anticipate key events in the story superbly. Older children excitedly declare they can say their numbers from one to ten in Spanish and discuss these also in French, which supports their home languages. Toddlers wholeheartedly investigate the instruments offered from other countries within the 'walking through the jungle' song. Children choose animals they know and are skilfully prompted to make the animal sounds to enhance their learning. Consequently, children speak and listen in range of situations and gain exemplary support to develop their literacy and communication skills.

Babies are carefully supported by ever watchful practitioners who skilfully manoeuvre resources and themselves to support babies to aid their standing and walking safely. Children negotiate freely the environment in to out of doors, crawling through doorways to navigate their way up onto low walkways. This provides superb opportunities for babies to master control in their small and large movements. Babies explore photographs of family members to stimulate their curiosity about these 'special' people. Toddlers are supported to water the growing vegetables outside to gain an understanding around growth. Practitioners point to growing leaves and flowers to arouse children's awareness further. This means children are supported to gain an understanding of the similarities and differences in the world around them. Mathematical development is actively promoted as older children are skilfully supported by practitioners to think about the difference between numbers of children to name cards. This means they learn the vocabulary involved in quantities and problem solving. During the play dough activity and as they use math cubes older children discuss long and short. As they play and manipulate these materials practitioners expertly prompt and extends children mathematical understanding further.

Practitioners place a strong emphasis on working in partnership with parents. Parents are encouraged to have pre-visits to the nursery with their children, to help children settle in their room with their key person. Parents complete comprehensive contribution sheets, sharing what they know about their child in order to support the highly innovative initial assessments of their children's learning and development. Family days and open sessions, and parent reviews are regular events. Parents view their children's development and learning folders, and provide comments and photographs about their children's abilities

and achievements to further support their children's key person. 'My shared special books' offers a significantly enhanced approach for parents, children and other family members, and other settings children attend, to contribute information regarding children's interests and accomplishments. Children's daily diaries, exit surveys and a lending library promote more valued ways to share experiences from nursery into home and vice versa. Therefore, parents are actively involved with their children's learning and development, and are kept very well informed of their children's progress.

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

The well-established key person system in each room helps children and parents form very secure relationships. This supports children to form stable emotional attachments and excellent bonds with practitioners in the nursery. Each room and the outdoor area are set up to support and assist children's current interests, creating a welcoming and stimulating environment where children are highly motivated in their play. Children's behaviour is very good within all the three rooms, because key persons know their key children well. Practitioners give clear messages to children about acceptable behaviour and manners. Children play cooperatively with others and talk confidently with visitors. For example, they eagerly discuss their favourite area to play and sit together quietly in secret areas to chat and have fun. They are able to complete self-chosen tasks, describe their own learning and display their work securely. Consequently, children become extremely confident and self-assured and gain a lot of independence in their learning.

The vibrant outdoor space provides various areas for children to explore freely, such as a large water bay and sand and digging areas. Pathways, gates, dens and seating areas, provide ample spaces for children to become animated in their play and learning. Such as, discovering a caterpillar in the woodpile and following each other on various vehicles and over walkways they have built. This enables children to gain an understanding of the importance of outdoor play and physical exercise. Children investigate and are curious; they use tools and handle equipment effectively, and show good control and coordination as they negotiate their way around. They are reminded not to run through the conservatory and nursery. In this way, they gain an understanding of managing their own safety and the safety of others, as consequences are discussed, such as bumping into and hurting themselves and/or others. Older children are encouraged to be independent by accessing their own snack and lunch. They confidently and successfully spoon their lunch of turkey stir-fry onto their plate, supported and encouraged by nearby practitioners. This also supports children to understand the importance of a healthy diet and good eating habits.

The nursery places the upmost priority on supporting children's transitions from home into the nursery, and between the rooms. Key persons support transitions by attending visits with parents and complete comprehensive paperwork. The nursery invites local schools to visit and requests visits to the schools, to support children in readiness for their eventual transition. 'Nursery to school' booklets provide photographs and statements of routines and procedures, to help children become familiar with the new experience. Consequently, practitioners benefit children's progress through the transitional period and provide the upmost support to prepare them for their next stage in their learning and development.

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

The nursery's practitioners have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. Their teaching is rooted in an excellent knowledge of how children learn and develop. They provide rich, varied and imaginative experiences for children, giving them the opportunity to be motivated and interested in actively learning. Children's learning and development is assessed through comprehensive observations and planning, which efficiently takes account of individual children's interests and needs, and their next steps of learning and development. Practitioners monitor and track the observations relating to what children can do which enables them to identify gaps in children's learning or development and supports children's progress effectively. The detailed assessments of children's progress through reviews, the progress check at age two and tracking grids, monitor children's achievements and abilities further. Consequently, children's abilities and achievements are recognised and supported throughout the nursery. Practitioners have a secure awareness of children's strengths and any areas where children's progress is less than expected.

The utmost priority is placed in regards to the safeguarding and welfare requirements, creating an environment that is extremely safe. For example, entry onto the site is gained through the official pass procedure to ensure only those authorised to enter the nursery, can do so. Comprehensive company policies and procedures are in place and effectively implemented to ensure children's welfare and safety at all times. Recruitment procedures are robust, which ensures that practitioners working with children are suitable to do so. Practitioner's knowledge of the safeguarding and welfare requirements is excellent, because they all complete safeguarding training and are aware of local safeguarding procedures. For example, the management team organise a safeguarding question weekly to ensure practitioners have up-to-date knowledge of national safeguarding issues.

Practitioners are fully committed to improving their practice through completing even higher qualifications in childcare. They are passionate about the nursery and providing even further opportunities to advance children's learning. The management team hold regular meetings to identify strengths and weaknesses, and support practitioners effectively through assigning them lead roles. This empowers the team fostering a culture of mutual support and continuous improvement. The nursery has completed a rigorous self-evaluation of its provision through detailed action plans that identifies its priorities and uses this to set challenging targets for the future in each area of the nursery and practice. There is scope to establish further opportunities for all practitioners to complete peer-on-peer observations on each other. This facilitates practitioners reflecting on their practice critically as they strive to maintain and reach even higher achievements for the children and the nursery. Consequently, the nursery efficiently documents all improvements and targets to monitor and to improve the provision so that children make excellent progress in their learning.

The nursery has an outstanding relationship with parents and they speak very highly of the nursery and the practitioners. Parents actively contribute to children's learning and

development, and add comments and ideas to improve areas of the nursery. For example, consultations to update the outdoor environment are presently being gathered, via e-mail, verbally and on feedback sheets. Children's voices and comments are also valued to confer what they would like to see in the nursery through many means, such as circle times. The nursery works in partnership with settings that children also attend to further enhance children's continuity of their learning and assessment. They complete transition forms for schools and other settings to corroborate children's learning and development, interests and needs.

The nursery works effectively in partnership with other professionals in order to meet children's individual needs and ensure help and interventions are quickly secured so children and their families gain the specialist support they need. For example, portage and physiotherapists visit children in their rooms and practitioners attend meetings in order to meet their well-focused individual plans. Practitioners gain training, such as 'Makaton' sign language and use this to further support children. This ensures that children with additional needs can interact successfully at the nursery and engage within their play, supported through positive interactions and guided through relevant planning, which is adapted to meet their individual needs.

### **The Childcare Register**

The requirements for the compulsory 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 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

<b>Unique reference number</b>	400072
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	868826
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	47
<b>Number of children on roll</b>	67
<b>Name of provider</b>	Childcare Enterprise Ltd
<b>Date of previous inspection</b>	28/10/2008
<b>Telephone number</b>	01904 462238

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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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