

Sandfield Park Private Day Nursery

Sandfield Park Day Nursery, Sandfield House, North Drive, Sandfield Park, LIVERPOOL, L12 1LG

Inspection date	09/09/2013
Previous inspection date	12/01/2010

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

- Staff have a good knowledge of the Early Years Foundation Stage to effectively support children, so that they make good progress in their learning and development.
- Partnerships with parents, other professionals and external agencies are strong and make a significant contribution to meeting all children's needs.
- The well-embedded key person system helps children to form secure emotional attachments. Consequently, children are well prepared for their transitions, both across the nursery and into school.
- Staff have good opportunities for their professional development by attending training, which positively impacts on continuing to improve the quality of the provision.

It is not yet outstanding because

- The nursery is committed to outdoor learning, however, there is scope to improve the outdoor environment to fully maximise opportunities for children's learning and development.
- There is scope to improve the sensory and messy play opportunities to support the babies learning and development.

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 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 designated indoor and outdoor play areas and viewed the resources and equipment available to the children.
- The inspector held meetings with the manager, talked to staff and carried out a joint observation with a manager.
- The inspector looked at children's records and a sample of the required documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Jean Thomas

Full Report

Information about the setting

Sandfield Park Private Day Nursery was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted church building in West Derby, Liverpool. The nursery is managed by a limited company. It operates from four designated playrooms, on two floor levels and there is an enclosed area for outdoor play.

The nursery employs 20 members of childcare staff. All staff hold appropriate early years qualifications, one at level 2 and 17 at level 3. There is one member of staff, who holds Qualified Teacher Status and one member of staff holds Early Years Professional Status.

The nursery opens Monday to Friday, all year round from 7.30am until 6pm. There are currently 70 children attending in 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.

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 outdoor play environments, to reflect the quality of the continuous indoor provision and to further extend children's learning and development opportunities
- extend opportunities for babies to enhance their good exploratory skills and further develop their strong sense of curiosity by planning a wider range of sensory and messy play experiences.

Inspection judgements

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

Staff use their knowledge of the Early Years Foundation Stage and child development to effectively support children's good progress in their learning and development. The continuous provision of play materials and equipment in each playroom enables children to pursue activities of their choice. As a result, from an early age, children show deepening levels of concentration as they enjoy play activities and resources, which hold their attention. This is a characteristic of effective learning. The nursery routine provides

children with ample opportunity to be creative and develop their own ideas. They play in a relaxed and unhurried manner, fully enjoying their nursery experience. The key persons know their individual children very well. The key person system is well established and significantly contributes to children's individual needs being met. The nursery's strong commitment to partnership working with parents is another major factor, which successfully helps to build staffs' understanding of their key children. Key persons use information from parents and their own observations to plan for individual children's progress. Children's starting points are identified from the clear information gathered from parents and through staff observations when they first start. This enables staff to clearly identify children's level of ability, on which they continue to build. There is ongoing communication between key persons and parents, in addition to the sharing of children's learning records. As a result, parents are actively involved in their children's learning and development and are provided with information to guide their child's learning at home. Staff work in partnership with external agencies and professionals to make sure they plan and provide the necessary support to meet individual children's specific needs. Key persons complete the required progress check at age two and parents are involved in this assessment.

Teaching is rooted in a good understanding of how children learn. Key persons plan a varied range of experiences and play opportunities to motivate and stimulate children's interest and support their progress across the seven areas of learning. Planning includes adult-led activities. This aspect of the planning has a dual purpose for children and key persons to have 'special' time together and to implement specific learning intentions. Children are invited to participate in these focus activities and are confident to move away from the activity when they no longer want to be involved. Their experiences are further enhanced through weekly scheduling of external professionals visiting the nursery to lead activities, these include music sessions and teaching sign language. Staff place great emphasis on supporting children's language development and as a result, they become confident communicators. A variety of strategies are used to promote this aspect of the children's development. Staff have undertaken specific training 'Every Child a Talker' and have implemented the guidance in practice, which includes creating communication friendly areas in each playroom. They value the use of sign language and the positive impact it has on all children's communication skills, including those, who speak English as an additional language. Staff speak clearly to children for them to hear the correct pronunciation of words. They respond positively to babies babble and children's conversation and questioning. Children enjoy books, they sit in the comfortable areas and look at books independently, share books with staff and friends. Children are invited to listen to the stories being read instead of being expected to participate in this as a group activity. This reflects staffs' understanding of how children learn and their understanding that they need to be engaged and interested to learn. Children, including babies, are motivated and confident to explore, play and consequently, learn. The organisation of the playrooms and resources available promote children's natural sense of curiosity. For example, babies explore interactive toys, gloop and books in the specifically arranged black and white comfortable area. However, there is scope to plan a wider range of materials for babies to delight in sensory exploration and mess making. The older babies emerging pretend play is fully supported by staff as they empty the contents of a storage box and stand inside it as part of their play. They express their delight as other children join in with their activity, showing their developing social skills.

Children are provided with many opportunities to develop their physical skills, both indoors and outdoors. For example, babies have space to move, crawl, stretch and reach. The baby room is well organised with sturdy, low-level furniture, so that they can pull themselves up to a standing position. Children enjoy outdoor activities and express their delight as they prepare to go outside. The outdoor environment offers children space to enjoy energetic play. They develop their large muscle control and coordination as they skilfully weave around obstacles when they ride bikes and scooters and climb on the larger play equipment. Staff extend children's learning outside, knowing it is often the preferred learning environment for many children. For example, the children use their problem solving skills to construct a long number caterpillar. They count and name numbers as they hop and jump along their construction. The sensory garden provides children with opportunities to learn about the natural world. In this area, they have a vegetable patch. Their success in growing cabbages prompted the pre-school children to make their own story book titled 'The enormous cabbage', adapted from a favourite story. Although, staff value outdoor learning, there is scope to improve the resources and planning for this environment to reflect the quality of the indoor provision. Overall, children are well prepared for the next steps in their education through their experiences in the nursery.

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

Staff are caring, supportive and consistent in their practice, which contributes to children feeling safe and secure and forming trusting relationships. They warmly welcome children and their parents into the nursery, which ensures that they feel valued and cared for and that relationships with parents are strong. Staff are sensitive to children's needs and respect the uniqueness of each child. Settling-in procedures help children to become familiar with their key person and their new environment. When children find it difficult to separate from their parent or carer, they are given a lot of appropriate hugs and reassurance to help meet their emotional needs. Effective systems are in place to support children as they move rooms in the nursery. Parents are involved with this transition, staff discuss with children's new key person children's developmental progress reports and settling-in visits are made. Consequently, children experience continuity and consistency of care and learning.

Staff are good role models for the children's behaviour. They talk to children in a respectful manner, they consistently use good manners and they show an interest in what children do and say. As a result, children's behaviour is good. Children enjoy the social aspect of their play. Older babies laugh together as they play 'peek a boo' and pop their heads around the role play furniture. Resources and planned activities help to nurture children's respect towards the diversity of the world in which we all live and the needs of others. Activities include raising funds for a variety of charities. Children learn about keeping safe. For example, they practise the fire drill, so that they know what to do in an emergency.

Children learn about healthy lifestyles. They benefit from a nutritious and balanced diet. Foods are freshly cooked on site and children's individual dietary requirements are fully catered for. Water is accessible to the children for them to respond to their bodily needs

and to drink when thirsty. Staff regularly offer babies drinks to ensure they are hydrated. Activities are planned to help trigger children's interest in a wider range of foods, such as toddlers enjoying a food tasting session. Children develop good self-care skills. From an early age, they learn about the need to wash their hands after using the toilet, before eating their meals, after messy play and competently complete these tasks independently. They proudly show staff when they have managed to zip up their coat themselves and receive a lot of praise for their achievement. Toddlers put on aprons before they pursue messy play without prompt from staff. Separate playrooms for different age groups of children means that they can play freely. This enhances their natural impulse to move and supports their overall development.

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

Staff are confident of their responsibilities to protect and to safeguard children. All staff complete safeguarding training. In addition to this, the manager prepares activities for staff to complete to assess their understanding of safeguarding issues. There is a robust recruitment procedure to make sure suitable persons are employed to work with children. The induction procedure, monthly team meetings, supervision meetings and appraisals makes sure that staff have a clear understanding of their roles and responsibilities. Risk assessments are in place and staff carry out daily checks, covering all areas of the nursery, so children can move safely and freely in their play. The premises and outdoor environment are secure to prevent children leaving unsupervised and regulating adults, who are admitted. The manager ensures the children/staff ratios are maintained, as legally required, for their well-being.

The manager and room leaders take responsibility for overseeing the educational programme and to check children's learning records to ensure they support their progress. Manager observations, supervision sessions and the Early Years Professional mentoring monitors and informs staffs' practice. Staff are allocated time away from the playrooms to complete children's individual planning to make sure they are accurate and well prepared. Staff work as a committed team, who enthusiastically embrace training opportunities and implement their gained knowledge in practice to raise the quality of the provision. The self-evaluation processes identify the nursery's strengths and target plans are in place to secure further improvements. The recommendations from the previous inspection have been fully met. This has been achieved through implementing the Early Years Foundation Stage and staff undertaking training to further develop their understanding of how children learn and safeguarding procedures.

Partnerships with parents and external agencies are strong and make a significant contribution to meeting children's individual needs. Consequently, all children receive the appropriate support and interventions they need. Children with special educational needs and/or disabilities make good progress due to the nursery coordinating and facilitating an effective 'joined up' approach of all professionals involved with the children's care. Close monitoring of children's progress throughout the nursery ensures that gaps in learning are quickly identified. Transition documents are completed to pass on to pre-school, nursery school and school. This means that children are well supported as they move on to the

next stage in their learning. Parents are well informed about the organisation of the nursery and the Early Years Foundation Stage through displays and newsletters. Friendly, approachable staff ensures that there are strong relationships between the home and the nursery. Parents wanted to express their views about the nursery during the inspection. They are highly complimentary about the nursery, staff and the care and education their children receive.

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 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	322416
Local authority	Liverpool
Inspection number	909296
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	75
Number of children on roll	70
Name of provider	Sandfield Park Private Day Nursery Limited
Date of previous inspection	12/01/2010
Telephone number	0151 228 4040

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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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