

Sandfield Day Nursery

Ashburnham Avenue, LENTON, Nottingham, Nottinghamshire, NG7 1QD

Inspection date

17/06/2014

Previous inspection date

13/06/2013

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

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

4

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

4

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

4

The quality and standards of the early years provision

This provision is inadequate

- Staff in the pre-school room are not vigilant or observant enough of children when playing outside. As a result, they do not always see accidents as they occur. Consequently, children's well-being is not adequately protected.
- The quality of teaching is variable in the nursery, resulting in inconsistencies and some poor delivery of focused adult-led activities in the pre-school room. Children are not provided with sufficient interest and challenge and the quality of teaching is not monitored sufficiently to identify this weakness.
- Staff in the pre-school room, do not manage children's behaviour or implement the behaviour management policy and procedure adequately. As a result, children do not learn what appropriate behaviour is and sometimes behave inappropriately.
- The monitoring of staff performance is ineffective in driving improvement, contributing to the inconsistencies in teaching and children's learning.

It has the following strengths

- Staff are friendly, approachable and have positive partnerships with parents, which contributes to the continuity in children's care and 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.

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 held discussions with the manager and spoke to staff, children and parents.
- The inspector conducted a joint observation with the manager.
- The inspector observed children's play inside and outside, and mealtimes.
- The inspector looked at the nursery's records including children's registration forms, assessment records, learning journeys and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, and the nursery's documentation including the policies and procedures.

Inspector

Janice Hughes

Full report

Information about the setting

Sandfield Nursery opened in 2004 and is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It operates from five rooms in a purpose-built building in Lenton, Nottinghamshire. There is a secure outdoor play area. The nursery serves families from the local and surrounding areas. The nursery opens Monday to Friday 7.30am until 6pm throughout the year, closing for bank holidays and for one week between Christmas and New Year. Children may attend for a morning, afternoon or a full day. There are currently 105 children attending of whom all are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also cares for children who speak English as an additional language. The nursery employs 20 members of childcare staff. Of these, 14 staff members hold appropriate early years qualifications at level 3 and three at level 2. The provider holds appropriate early years qualifications at level 4 and the manager at level 5. The nursery receives support from the local authority.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

ensure staff working in pre-school are fully aware of and implement the nursery's behaviour management policy and procedure and ensure that staff have the skills to manage children's behaviour appropriately to help children understand how their behaviour impacts upon others.

To meet the requirements of the Early Years Foundation Stage the provider must:

- protect children's well-being and safety by ensuring that staff in the pre-school room supervise them well and are attentive towards their needs, particularly when there is an accident
- provide adult-led activities that are inspiring and age appropriate and offer challenge and motivation for the older children so they become more active and enthusiastic learners
- implement effective systems to monitor, support and train staff in order to improve the quality of teaching so children make consistently good progress, particularly in the pre-school room.

Inspection judgements

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

The quality of teaching is inconsistent throughout the nursery because the staff have a limited understanding of how pre-school children learn. As a result, children do not make good progress in relation to their capabilities and starting points. The educational programmes in the pre-school room are less well planned for. While most children become engaged and motivated and enjoy their play, there are some children who walk around aimlessly and are not focused in play. Staff supervise and facilitate these children, but do not support or guide their play to promote learning. For example, some children concentrate when involved in adult-led activities, such as comparing the sizes of toy dinosaurs and estimating how tall the dinosaurs are using cubes. However, in contrast during other planned focus adult-led activities, children are disruptive, do not listen or pay attention. This is because the teaching is inadequate and staff do not engage the children suitably. In addition, the activities are not age appropriate and the teaching is not stimulating, which results in children becoming restless and disengaged. This has a direct impact on their willingness to learn. In addition, some children's behaviour is disruptive at these times and stops other children learning appropriately. In contrast, staff in the toddler rooms and baby room generally teach effectively. They provide stimulating activities that motivate and engage the children well. For example, toddlers thoroughly enjoy playing games using a piece of material. They scream with delight as teddy 'zooms to the moon' and children hide underneath the material. This provides effective ways of involving children in physical development as they stretch and bend during the activity. Staff constantly talk to the babies as they play and encourage them to communicate through body language and gestures as well as babbling and making sounds. This encourages babies to repeat what they are doing and engage in their play. As a result, the children in the toddler rooms and baby room are making good progress overall.

Staff in all rooms complete appropriate observations and assessments of children's learning. They gather relevant information from parents through all-about-me forms and discussions at settling-in times. In some areas of the nursery, they use this information along with their own initial observations to identify children's starting points and inform future planning. Staff continue to observe children while they play and identify children's next steps in their learning. Although some teaching is inadequate, the completion of children's assessments are suitable and detailed enough to provide information for the completion of termly summaries and the progress check for children between the ages of two and three years. As a result, staff in most areas are able to identify any gaps in children's learning and target these appropriately. Parents are involved in children's learning. Parents are given daily verbal feedback about their child's day in the nursery. They also have access to their children's development records and are invited to add their own observations. This helps to celebrate children's achievements at home and nursery. Parent's meetings are held, when staff and parents spend time discussing the needs of children and any further support that they may require. This ensures there is an effective two-way exchange of information. In spite of the circumstances regarding some poor teaching, children are generally acquiring adequate skills in preparation for their readiness for school. For example, they are encouraged to be independent as they put on their own

wellington boots to go out to play and they pour their own drinks at snack time and serve their own food at lunch time. Most children are learning to cooperate, share and take turns.

Some staff foster children's communication and language skills appropriately with some staff inspiring the children to talk and hold purposeful conversations. This is clearly the case when a child finds a hidden paper mache egg in the garden. As a result, a group of pre-school aged children talk about 'aliens' arriving in the nursery garden and excitedly wonder what is inside the egg. Staff ask open-ended questions, such as 'Where could it have come from?' and 'What could be inside?' to encourage children to think. Babies benefit from the closer and more spontaneous teaching that takes place in their room. They delight in joining staff in singing and musical activities, selecting their instruments and developing coordination and a sense of rhythm while honing their early communication and language development. Children with English as an additional language are suitably supported as staff have the knowledge and skills to plan activities that will support their development. For example, there are pictures and words around the nursery showing common places, such as toilets, doors and toys. In addition, staff ask parents for a list of words in the child's home language so that staff can recognise these words and support children appropriately. Children have opportunities to develop their physical skills. In the pre-school room, children handle a selection of tools, such as scissors and glue spreaders to create their robots and aliens. In the baby room, babies enjoy putting balls through a shoot in the activity centre and pressing buttons to find out what happens next. They thoroughly enjoy this, which encourages them to repeat their actions. Children of all ages love being outside. Toddlers become fascinated by the bubbles in the water and build sand castles in sand, helping to extend their growing dexterity. They learn to ride sit and ride toys and participate in dancing and movement sessions to express their feelings. Pre-school aged children enjoy playing in the mud kitchen and stir mud to create a chocolate cake; this demonstrates their imagination and creative skills well.

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

Children show by their words and actions that they feel safe and secure. However, within the pre-school room these feelings of safety and security are misplaced because staff do not supervise children effectively or consistently manage their behaviour in ways that keep children from harm. Children are comfortable in their surroundings. Staff know the children well, this is because they take time to find out about children's likes and dislikes from parents before they start at the nursery. Babies' care is good and staff follow routines from home, which helps their move from home to the nursery and eases the process of separation from their parents. Key staff also ensure that the moves from each room are carried out sensitively, taking into account children's individual needs. This supports children's emotional well-being appropriately. Pre-school aged children are provided with opportunities, such as role play and stories to support their move to school. Staff also liaise with schools to promote continuity of care for all children.

Behaviour in the pre-school room is inappropriate at times throughout the day and there is inconsistency between staff in delivering the behaviour strategies that are in place. For

example, at lunch time children are very noisy. They spin and bang plates and cutlery on the tables, some children walk around the room with plates and cutlery in their hands and some children hit others. Staff are not observant in seeing these issues and this continues until the food is served on the table. Some children have the opportunity to lay the tables and this occupies them appropriately. In contrast, the toddler's behaviour is appropriate, they sit and listen to instructions, show care and consideration for others and show suitable manners and behaviour at lunch time. Some staff are positive about promoting acceptable behaviour and have attended training on behaviour management. However, the strategies used are not consistently or effectively implemented to ensure that children behave well at all times and gain an understanding of right and wrong.

Children are taught about the importance of leading a healthy lifestyle and have plenty of opportunity to spend time in the fresh air outside. Children are provided with a range of healthy snacks. Children help themselves to water throughout the day, which means they remain well hydrated and comfortable. Staff successfully encourage children to look after themselves and develop their independence. For example, children put on their aprons for messy play, learn to put their rubbish in the bin and independently wash their hands after using the bathroom. These developing skills go some way towards preparing children for school. Children enjoy healthy and nutritious meals as their dietary needs are known and adhered to carefully. Older children develop an awareness of portion control as staff support them in serving themselves.

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

This inspection took place following concerns being raised about the safety of children and how behaviour is managed. At the inspection, it was found that pre-school aged children's safety is compromised through staff not being vigilant or observant when supervising children and that the management of pre-school aged children's behaviour is inadequate at times throughout the day. For example, when a child received a bump on the head, staff were not aware of what might have caused this. All of the staff team have a satisfactory understanding of their role and responsibilities in relation to child protection issues. For example, staff are aware of the signs and symptoms that a child may be at risk of harm and the procedures to follow in the event of concerns that a child may be being abused. Most staff have attended a child protection course and have an adequate awareness of the procedures to follow if there is an allegation made against a member of staff. The safeguarding policy covers the use of mobile phones and cameras in the nursery and a complaint record is available on request. There are appropriate risk assessments in place that cover the premises, outside and trips out of the nursery. However, these are not always successfully implemented to ensure that staff minimise hazards for children. Recruitment and vetting procedures in the nursery are suitable and all staff have appropriate Disclosure and Barring Service checks. Management also carry out inductions and take up references to ensure the staff are suitable to work with children. Staff hold appropriate first-aid qualifications; however, the system for managing accidents involving children in the nursery is weak. Staff do not always record accidents involving the children, which is a breach of requirements.

The manager does monitor staff performance through supervisions and appraisals and staff have undertaken a number of relevant training courses to improve their knowledge and skills. For example, after attending training, baby room staff put up a white and black display, which helps babies focus on images. Most of the staff have attended an Every Child a Talker course and are beginning to implement some of the ideas from the course to aid children's language skills. Overall however, the quality of teaching, specifically in the pre-school room is not strong enough to ensure that children make consistently good progress and that any gaps in their learning are closing. Monitoring and support systems for staff are not robust enough to ensure that staff receive the specific training and support they need to improve the quality of teaching. The self-evaluation process has identified many of the weaknesses in the provision, which have resulted in breaches of the requirements. However, the action taken to address these has not been sufficient to ensure that children consistently benefit from good quality care and learning. Practice is underpinned by a suitable range of policies and procedures, but these are not always effectively implemented. For example, a failure to correctly implement the behaviour management policy means that children in the pre-school room sometimes display unacceptable behaviour.

Partnership working with parents is adequate and is underpinned by regular communication. A folder with policies is accessible in the reception area and parents receive a welcome pack with information about the provision to ensure they are suitably informed. Daily communication takes place to share information about children's experiences. Staff share appropriate information with other early years providers, such as the local pre-school and Sure Start centre, so that children receive suitable support to maintain consistency in their care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register).

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY282595
Local authority	Nottingham City
Inspection number	974860
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	86
Number of children on roll	105
Name of provider	Sandfield Day Nursery Ltd
Date of previous inspection	13/06/2013
Telephone number	01159 792424

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

