

Sandcastles Nursery

St. Faiths at Ash School, 5 The Street, Ash, CANTERBURY, Kent, CT3 2HH

Inspection date

Previous inspection date

29/09/2014

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

- The management and staff team work together to offer the children a vibrant and purposeful environment, which is extremely beneficial to their learning.
- Key persons plan activities for individual children and are skilled at including and fully engaging, all children in these activities. This results in children making significant progress in their learning.
- Children are motivated and eager to take part in the stimulating activities. There is exceptional continuous provision to support the learning and development for all children.
- Children are cared for in an extremely safe environment where highly effective risk assessments are used efficiently to ensure their on-going health and safety.

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 observed activities indoors and outside.
- The inspector spoke to the manager, staff, children and parents.
- The inspector looked at children's profiles, observations and planning, and discussed how staff use these to support children's learning and development.
- The inspector carried out a joint observation with the manager.

Inspector

Nicola Jones

Full report

Information about the setting

Sandcastles Nursery opened in 1987 and registered with Ofsted in 2001. It is part of the St Faith's at Ash School, which is an independent day school for boys and girls aged from two to 11 years. The school is on the site of a former independent school, close to the town of Sandwich. The present owners purchased the school in 2013 and the nursery is registered under its current ownership on the Early years Register. The nursery operates from two classrooms within the school, Monday to Friday 8.30am to 3.15pm, with the option of breakfast from 8am and late care to 5.45pm. There is access to several outdoor play spaces as well as the school playing fields and grounds. There are six staff in the nursery. The manager holds Early Years Professional status, four staff hold a level 3 qualification and one member of staff holds a level 2 qualification.

What the setting needs to do to improve further

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

- further enhance the range of materials and resources available to children to develop their early writing skills outside.

Inspection judgements

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

Staff demonstrate an extremely secure knowledge and understanding of the learning and development requirements. Children thrive in a highly motivating environment, where there is a wide range of opportunities to explore, investigate and show a high level of engagement during activities. Throughout the nursery, the interaction between staff and children is purposeful and consistently supports children's all-round development. The younger children enjoy warm relationships with the staff that sit with them and talk to them while they explore their surroundings. This helps develop their language skills and understanding of the world. The older children have great fun and were completely engaged during small world play with the animals. The skilled staff effectively taught children about number and size, such as bigger and smaller, and counted beyond ten while they played. Staff provide an exciting and nurturing environment with an excellent range of continuous provision, indoors and outside. This enables children to make independent choices across the nursery. The staff promote a calm environment where children are able to explore, investigate and find out more. However, resources and materials provided for children outside do not always fully enable children to strengthen and practice their early writing skills. Staff use thorough assessments to identify children's progress and track their achievements from the moment they start at the nursery. As a result, children are able to extend their learning through enhanced provision developing their individual needs. Staff give high priority to supporting children's next stage in their

learning and preparing them for school. For example, staff encourage children to develop independence, and self-help skills during mealtimes. For example, selecting their own snacks and pouring their own drink. Staff very positively support and enhance children's personal, social and emotional development. Therefore, children demonstrate very good levels of self-esteem and confidence. For example, children understand the rules of the nursery. This enables them to play alongside and share resources with their friends. Resources are clear labelled, enabling children of all abilities to independently select activities which interest them. Staff promote children's communication and language development effectively. For example, staff crouch down to the child's level and make eye contact, use visual gestures and signing. Staff are very respectful of children's efforts to speak; they listen to everything the children have to say, and children know their speech is valued. Staff support children who learn English as an additional language very well. For example, staff speak to the children in their home language and use key words given by the parents. This means that children learn to link their home language with English effectively through staff's thoughtful support in this welcoming and nurturing environment. Staff are extremely successful in engaging all parents to ensure they are fully included in their child's learning and development in the nursery. They meet with the parents daily to liaise about their child's day. They also meet regularly with the parents to go through each child's developmental records. Consequently, the nursery promotes shared learning between nursery and home to enhance the child's learning and development. Staff encourage parental feedback to strengthen their practice through regular questionnaires.

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

Children are happy, extremely confident and have fun in the highly stimulating learning environment. They access a wide range of resources which are clearly labelled. This means children can confidently access resources which interest them. Children feel extremely secure at the nursery, which promotes their sense of well-being and confidence. They settle quickly into the routine of the day. When children move from one room to another, the key persons exchange detailed information about the children to aid the move. Children have visits with their key person so they experience the room they are going to and their new key person. The key person system is fully embedded across the nursery giving each child a main carer. Staff support children moving on to school to be 'school ready'. For example, children become confident and independent learners. Staff provide them with a good foundation across all areas of learning, and children learn to recognise their own names. Staff promote continuity of learning by inviting reception teachers in to discuss and meet the children prior to starting school. Children learn how to keep themselves safe with the excellent support from the staff. They behave exceptionally well in a calm and stimulating environment. Children are supported to develop skills, such as sharing and turn taking, which is promoted by staff during play. Staff offer children many opportunities and experiences that promote their understanding of healthy lifestyles. Each day, children enjoy playing in the fresh air outside in the garden with a range of different resources to promote their physical development, as well as, climbing apparatus on the school grounds. Children have healthy snacks and freshly cooked meals each day. Staff teach the children the importance of hand washing prior to eating, and support them to be confident and competent in their self-help skills. Children have access to drinking

water throughout the day; this means children can help themselves to a drink when they are thirsty.

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

The nursery's approach to safety is outstanding. Records such as daily registers and accident records are all in place with the procedures very well known to all staff. All staff have undergone rigorous checks to ensure their suitability to work with children. Staff are required to complete an annual declaration to support their ongoing suitability. There is a thorough induction for any new staff members. This together with excellent communication, results in them having a clear understanding of their roles and responsibilities. Staff are very aware of their responsibility to report any concerns they may have regarding a child or adult that works in the nursery. Comprehensive procedures are in place and accessible to ensure safeguarding requirements are met. This helps to promote children's welfare effectively. Safety is given high priority by the staff team. A thorough risk assessment system is in place to ensure that children are cared for in a safe environment. The indoor and outdoor areas are risk assessed to ensure children's safety and well-being. The manager and staff demonstrate an excellent and extensive knowledge and understanding of the learning and welfare requirements. Regular supervisions take place to review the staffs knowledge and skills on a regular basis. Targets are set for each staff member in terms of promoting children's next steps in their learning, as well as their own personal development. A significant strength of the provision is the teamwork. The staff team work extremely well together and there is clear leadership from the management. As a result, staff feel well supported and valued. The manager has extremely high aspirations and carefully monitors all aspects of the nursery. Any changes within the nursery are evaluated to ensure they enhance the provision or educational programmes for children. The manager and staff complete a self-evaluation form identifying areas they are doing well and areas for development. In addition, parents and children are encouraged to share their views through informal discussions and questionnaires. There are regular team meetings to enable staff to share their ideas. They create improvement plans and implement these effectively to offer better outcomes for children. Staff foster excellent relationships with parents and carers. They receive good quality information about their child's progress. Parent's report that staff know their children well, and as a result, their children are happy at nursery and are making rapid progress across the seven areas of learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY456524
Local authority	Kent
Inspection number	933797
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	37
Name of provider	St Faith's At Ash School Limited
Date of previous inspection	not applicable
Telephone number	01304813409

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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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