

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

Telephone: 0300 123 1231
Fax: 0300 123 3159
Minicom: 0161 618 8524
Email: enquiries@ofsted.gov.uk
Web: www.ofsted.gov.uk



Sandfield Day Nursery
Ashburnham Avenue
Lenton
Nottingham
Nottinghamshire
NG7 1QD

Our Reference EY282595

Dear Sandfield Day Nursery Ltd

Monitoring for provision judged as inadequate

An Ofsted inspector, Mark Evans, monitored your provision on 10/09/2014 following your inspection where the provision was judged to be inadequate.

Outcome of monitoring

As a result of our inspection on 17/06/2014, we sent you a welfare requirements notice. If you were set actions at the inspection, or as a result of our subsequent monitoring or investigations, these are included at the end of this letter.

The welfare requirement notice required you to comply with the Statutory Framework for the Early Years Foundation Stage under the following requirements: Managing behaviour.

At your monitoring visit on 10 September 2014, the inspector found, through observation, discussion and documentation, that the actions raised in the notice to improve, to be completed by 31 July 2014, were met. The inspector also found that the action to be completed by 18 July 2014, within the welfare requirements notice, continues to be met. This was previously checked at a monitoring visit on 24 July 2014.

You have a positive and effective working relationship with your local authority and both you and your staff actively engage with the support and advice from their Early Years Support Officers. This has included training for all staff and managers on the characteristics of effective teaching and learning which was completed in September 2014. You have reflected on the quality of adult-led activities and revised how these are organised and planned for. Pre-school group times have been organised into groups of ability. Group time activities are planned for on a weekly basis and activities are changed each day for each group using a planning record so that staff are clear about how they will deliver it. These activities are targeted at a level that

provides challenge for the group of children participating. For example, a staff member led a 'silly soup' group activity with props, such as objects that had rhyming names; children participated enthusiastically and were starting to recognise that there was a pattern in respect of the names of items sounding similar and rhyming with each other. From this, they were able to recognise where one named object did not rhyme with the others. Enhanced adult-led group activities are planned for taking into account the interests of children so as to fully engage them, such as using the book of the week for the theme and then adding an associated activity. Additional props are then used to support a series of extended activities. During these activities, staff use open ended questions to encourage children's critical thinking. These changes provide children with appropriate activities suited to their ability and offer challenge and motivation for older children, making them more active and enthusiastic learners.

You have implemented effective systems to monitor, support and train staff in order to improve the quality of teaching. Your manager checks the activities that are planned for each day and makes observations within children's group rooms to assess how effective planned activities are. Managers also observe staff interaction with the children during meal times, group activities and focussed activities and record the quality of teaching and learning. You then review this information with individual staff members to assess what went well and what could be improved. Staff also have the opportunity to make observations of the manager when they are involved in children's activities, so that they have alternative ways of reflecting on practice for teaching and learning.

The manager has an overview of children's progress, using a learning and development summary, which is completed for the seven areas of learning. Records used to track children's progress in the pre-school include stages of development for each area of learning and also give the manager an overview of the children's development. She reviews these records to assess whether children are making good progress towards the early learning goals. If this identifies that a child's progress is less than expected, then the manager meets with the child's key worker to advise on how to further support the child for this areas of development. Additional action may be taken, such as an Individual Pupil Plan (IPP), which is a targeted plan to support the child's future learning and development.

Managers have one-to-one supervision meetings with staff every six weeks and senior meetings for the room leaders take place every week. These meetings help to identify the training needs for individual staff. Supervision meetings include children's learning and development and can involve scenarios about staff interaction, how they are supporting the child's development and how they have come to their conclusion.

To safeguard children's safety and well-being, you have reviewed how children are supervised by staff and how staff respond to any accidents in the setting. The illness and injury policy has been revised and you have arranged group meetings with staff so that they can discuss and familiarise themselves with the policy. Within supervision meetings, staff have been asked about their understanding of how to respond to children's accidents and how they would deal with various scenarios. You and your manager use time within the pre-school group rooms to monitor staff supervision of children, to advise on how they are deployed and to mentor good practice. You have ensured that senior room leaders are aware of all group areas that need to be covered by adults, including any areas that may restrict supervision. Staff take responsibility for supervising certain areas of the premises used by the children and ensure that they are able to observe the wider group when they are the sole practitioner in that area. A staff member was observed to check there were no unsupervised children in a group room that was not being used, but was between two other areas being used by children at the time. Staff informed me that they discuss with each other where they are best situated to supervise children as a team. Staff are able to respond quickly to any accidents because there are high numbers of paediatric first aid trained staff throughout the building. Accidents are recorded and the manager monitors these and uses them to inform risk assessment in order to remove hazards and reduce risk to children.

Children's behaviour continues to be managed effectively. Within the pre-school group, children were observed to be cooperative and to have good levels of concentration. There were no behavioural issues noted during the visit. Children are aware of what is expected, such as putting on wellington boots before playing in the outdoor mud kitchen. When children are encouraged to take part in a group activity and do so, they are praised by staff. Children show understanding of social responsibility, such as bringing a play item found outdoors to the attention of a member of staff and then working with them to find where it should be stored within the group room.

The next visit will be a full inspection.

Having considered all the evidence, the inspector is of the opinion that the setting has taken prompt and effective action to address the points for improvement.

Next steps

The next step will be a full inspection.

I hope that you have found the visit helpful in promoting improvement in your setting. If you have any further queries please contact us on the number at the top of this letter.

Yours sincerely

Nick Hudson
National Director, Early Education

Actions

Action	Due date	Closed date
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	31/07/2014	10/09/2014
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	31/07/2014	10/09/2014
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.	31/07/2014	10/09/2014
ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)	18/07/2014	24/07/2014
ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register).	18/07/2014	24/07/2014
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.	18/07/2014	24/07/2014