

Sandfield Day Nursery

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

Inspection date	12/11/2014
Previous inspection date	17/06/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are able to make individual choices as they play as toys and resources are stored at their level to encourage independence.
- Children are suitably safeguarded as staff have sound knowledge of how to protect them and the correct procedures to follow should they have a child protection concern. Regular training is attended to ensure their knowledge is kept up-to-date.
- Parents are well informed of how they can support learning at home. Effective links with other agencies are secure and support a shared approach to children's learning.

It is not yet good because

- Children's learning is not always extended to enable them to make good progress as some staff are not consistently secure in their teaching practice to ensure the children are skilfully questioned during their play.
- Children's growing awareness of how to behave appropriately is not always effectively promoted as some staff do not provide clear guidance to the children about the expectations of their behaviour.
- Staff have not quickly identified the children that have become static in their development in order to move them forward and ensure they continue to make good progress.

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 meetings with the manager of the setting. She toured the premises and outdoor areas.
- The inspector observed the children during activities both indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a sample of children's records, the planning documentation, relevant policies and procedures, and the settings action plan to improve.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day and from information included in the settings parent questionnaires.

Inspector

Tracy Hopkins

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 90 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 supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 18 members of childcare staff. Of these, 16 staff members hold appropriate early years qualifications at level 3 and the manager holds a level 5 qualification. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- improve teaching and learning to provide opportunities for children to extend their learning and critical thinking skills by ensuring the best use of questioning and modelling of language is consistently used during all activities
- ensure that areas where children have become static and not made any progress are quickly identified and acted upon so that all children continue to make good progress in their learning and development.

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

- support staff to develop a more consistent approach to behaviour management to enable children to fully understand the expectations about how to behave.

Inspection judgements

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

Staff have a sound knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Children with special educational needs and/or disabilities attend the nursery and are well supported by staff who work closely with a network of outside agencies to meet their individual needs. As a result, children's individual needs are met through this cohesive and collaborative approach. Children's

development files contain observations, photographs and some evidence of monitoring children's development. Children's prior skills are established with parents on admission to the nursery, where parents complete an All about me document. This records the child's likes and dislikes and what they are able to do. This, coupled with verbal discussions, helps staff to identify children's starting points on entry. All children have profile documents which their key person completes to monitor progress. However, these are not always routinely maintained in all rooms and show that some children have been static in their development for longer periods of time. As a result, staff are not always aware if children are making good progress. However, the nursery successfully ensures that the progress check is completed for children between the ages of two and three years to identify key points of the children's development and that this is shared with parents and carers.

Children guide their own learning as they confidently choose from a suitable range of age-appropriate resources, with staff following close by to support their choices. This supports their independence. For example, the setting has a good range of small world and construction equipment which children are able to independently access. The resources and activities children participate in generally prepare them for their next stage of learning. For example, staff engage children in a group time activity of 'sound box'. The children delight in opening the box to find a familiar object. Staff encourage the children to say the sound the object begins with and engage in conversation. Children are encouraged to look, listen and take turns during this activity. This prepares them well in preparation for entering school as they become confident learners. However, in other activities opportunities are missed to extend learning through further questioning. For example, children independently choose a free painting activity with limited colours. Staff praise children for their efforts but provide no other extension to their learning, such as, colour, creativity or language about what they are painting.

Babies and young children are supported well to develop their curiosity as staff hide balls under boxes for them to find. They delight in lifting the boxes and showing the staff the ball when they succeed. They repeat this developed skill and staff offer praise and encouragement to build their self-confidence. Children are developing coordination and control as they dig with spades, fill shapes with sand and pour water from small jugs. In the outside environment, children of all ages are developing their physical skills, they use walkers, and sit and ride-on toys, to develop their muscles as they move around the large space. Staff in the under two's room interact skilfully supporting children's developing vocabulary. They use simple repetitive phrases to describe younger children's actions and to motivate them to repeat and sustain their play. Older children build structures with large bricks, and explore information technology as they use computers to draw pictures. Consequently, staff provide resources that promote all seven areas of learning to further support the children's development.

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

Children are happy and settled at this nursery. This is because staff take time to gather information relating to children's individual routines and preferences before they start.

Children and parents attend taster sessions, which enable them to become familiar with their new surroundings and staff. Staff greet children warmly and children are confident and separate happily from their parents. As a result, children soon settle into the nursery routine. There are clear arrangements in place to introduce children to different key-persons and rooms within the nursery as they are given opportunities to visit before moving permanently. These arrangements help children to make a smooth move from home to nursery and when they move rooms. Staff are caring and kind, children demonstrate their feelings of security as they happily interact with staff and seek them out for a cuddle when needed, this supports children's emotional well-being.

Children have plentiful opportunities to spend time taking part in physical activity, indoors in the soft-play area and outdoors where gain the benefits from being in the fresh air and being active. Children develop a good understanding of a healthy lifestyle as staff offer a variety of healthy snacks and talk to children about the importance of eating their vegetables at mealtimes. Children's individual dietary requirements are discussed with parents and taken into account at snack and mealtimes. Children demonstrate a good understanding of managing their own hygiene and personal needs, and wash their hands before meals. Children are encouraged to be independent as they help set the table before mealtimes and serve their own food. Children access tissues and make good attempts to wipe their own nose. They independently place the tissues in the bin after use and demonstrate they are learning to take effective care of their own needs. As a result, children's self-confidence and independence is developing, which helps them become emotionally prepared for their next stage in learning and the eventual move to school.

Staff effectively implement risk assessments to ensure that the toys, resources and environment are safe for the children to use. Staff regularly practise the fire evacuation procedure with the children to develop their understanding of safety. Children's behaviour is generally good. However, during the occasional lapses in behaviour some staff instruct the children and do not provide explanations of the consequences of their actions. As a result, children's growing awareness of how to behave appropriately is not always effectively promoted.

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

Since the last inspection by Ofsted, when the setting received a number of actions to improve, a welfare notice and two subsequent monitoring visits the setting has met all actions relating to dealing with accidents. There has also been improvements made to children's behaviour and teaching and learning through appropriate training and monitoring. However, there are some improvements needed to improve the outcomes for children. The management team demonstrate a sound awareness and understanding of the requirements of the Early Years Foundation Stage. Safeguarding practice is good and all staff have a good understanding of their role and responsibility to protect children in their care. Staff know the procedure to follow, should they have any concerns, in line with Local Safeguarding Children Board Guidance. This includes procedures to be followed if an allegation is made against a member of staff. The staff adhere to regulatory ratios to meet

the needs of all children and ensure they are closely supervised to assure safety. Children are protected in the event of an accident because a number of staff have a current paediatric first-aid certificate and accident procedures are effectively carried out. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

The manager uses sound recruitment and vetting procedures to appoint staff and ensure the staff are aware of their roles and responsibilities. For example, written references are collected and each staff member completes an enhanced Disclosure and Barring Service check to ensure suitability. Staff are asked to inform the manager of any changes in their suitability to work with children. Staff receive monitoring, supervision and appraisal meetings to further identify training needs and secure their professional development. Staff are attending training to develop their behaviour management and improve their teaching and learning skills to improve outcomes for children. However, this has not yet been fully carried through into practice and, therefore, requires improvement.

Partnerships with parents are strong. Their views are sought through daily informal discussions, parents' evenings, as well as by completing questionnaires. In addition, parents are provided with information, such as, how to contact Ofsted, how to raise a complaint or concern, and details of the activities through notices displayed in the nursery. This two-way flow of communication ensures that parents are kept informed about their child's daily needs and activities and can effectively contribute to their child's learning and development. The nursery welcomes advice from other professionals, including the local authority and implements changes that are suggested to enhance their practice. Staff know to work in partnership with schools and with other settings where children receive shared care. They work in partnerships with specialised professionals to support children with special educational needs and/or disabilities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY282595
Local authority	Nottingham City
Inspection number	984542
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	86
Number of children on roll	90
Name of provider	Sandfield Day Nursery Ltd
Date of previous inspection	17/06/2014
Telephone number	01159 792424

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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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