

# Snapdragons Sandridge

3 St. Margarets Gardens, Melksham, Wiltshire, SN12 7BT



## Inspection date

28 January 2015

Previous inspection date

12 April 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. Children engage in an interesting range of exciting activities and learning experiences that motivate them to play. As a result, all children make good progress in their learning and development.
- Children behave well and are confident in their play. This is because all staff provide clear guidance and consistently praise and acknowledge children's achievements.
- The staff team gives high priority to safeguarding children and providing a safe and secure environment for them to play and learn. This means they protect children and keep them safe from harm.
- The management team has a strong commitment to the continual training and development of the staff; they target training to meet the needs of the team to improve the nursery provision and outcomes for all children.

### It is not yet outstanding because:

- Children do not always have enough opportunities to consider concepts, such as weight and measure, and to recognise numerals in their play to build on their existing mathematical skills.
- Occasionally staff do not encourage children to practise doing things for themselves during daily routines. Therefore, opportunities for children to extend their independence and self-care skills are not always maximised.

## What the setting needs to do to improve further

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

- enhance children's mathematical skills and early awareness of mathematical concepts, such as weight, measure and the use of numerals in their play
- maximise opportunities for children to strengthen their independence and personal self-care skills during daily routines.

## Inspection activities

- The inspector observed activities in all playrooms and outdoor play areas.
- The inspector held discussions with members of the management team and spoke with the staff and children at appropriate times during the inspection.
- The inspector looked at the children's learning records, planning documentation, evidence of the suitability of staff working within the nursery, a selection of policies and procedures, and a range of other documentation
- The inspector undertook a joint observation with the nursery manager.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Julie Swann

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The staff team has a good understanding of the learning and development requirements. All staff make regular observations and assessments of children as they play. This helps to ensure that planned activities are challenging experiences. Consequently, all children make good progress. Children have fun and clearly enjoy the time they spend at nursery. Younger children develop their communication and language skills. Staff read stories and children enjoyed repeating noises from the book, such as 'meow'. Older children access and read books independently, while the staff asks challenging questions and extend children's vocabulary. As a result, children make good progress as they prepare to move to school. The staff team provides some opportunities for children to count and look at shapes, through activities, such as baking dinosaurs. However, staff do not always help children recognise numerals in their play or provide experiences during activities, such as sand and water for weighing and measuring. This means staff do not maximise children's developing mathematical skills.

### **The contribution of the early years provision to the well-being of children is good**

The management team has a well-embedded key-person system, which helps to promote children's well-being and confidence. Children form secure emotional attachments with their 'special person'. All members of staff are very attentive and as a result, provide good support for children's individual needs. Children enjoy their time outside and their physical development is good. Children develop a good understanding of how to manage risks in their environment. For example, children help risk assess outdoor activities. Children enjoy well-balanced and nutritious meals, which include fresh fruit and vegetables. This contributes to children's good understanding of healthy lifestyles. However, at lunchtime, some staff served children's food for them, instead of encouraging the more capable ones to try this for themselves. Furthermore, the staff does not always fully maximise children's self-care skills by encouraging them to use tissues independently.

### **The effectiveness of the leadership and management of the early years provision is good**

The management and staff team fully understand arrangements for safeguarding children. Policies and procedure are robust, regularly reviewed and fully understood. All staff have attended training in this area, which further enhances children's safety. The manager consistently monitors staff practice and its impact on children's learning and development. The staff benefit from a robust induction and regular appraisals, which acknowledge their individual strengths. A thorough self-evaluation takes into account the views of staff, children and their parents. Partnerships with parents and other settings, including local schools are well established. Parents state they feel fully involved in their children's learning. This means there is a consistent approach to children's learning.

## Setting details

<b>Unique reference number</b>	161959
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	842103
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	38
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Snapdragons Nurseries Ltd
<b>Date of previous inspection</b>	12 April 2011
<b>Telephone number</b>	01225 899488

Snapdragons Sandridge opened in 2001 and is one of eight settings run by the same provider. It operates from a detached chalet bungalow, on the outskirts of Melksham, Wiltshire. The nursery is open daily between 7.30am and 6.30pm, all year round, except between Christmas and New Year. The nursery employs 11 staff; of these, all hold appropriate early years qualifications including the manager. Internal advisory teachers, whom hold qualified teacher status, also support the setting alongside the local authority.

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