

Inspection date	23 March 2016
Previous inspection date	3 March 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has not notified Ofsted of a new director and secretary to the company providing the childcare.
- Staff do not provide enough opportunities for children who speak English as an additional language to use their home language during their play.
- The provider offers fewer opportunities for older children to practise linking sounds to letters.

It has the following strengths

- Teaching is good. There is an effective, structured approach to assessing children's progress that is applied to the whole group, key groups or individual children. Children's stage of development is easily determined and regularly shared with parents. As a result, teaching is tailored to ensure all children make good progress.
- Staff build effective relationships with children by giving them verbal reassurance, smiles, praise, cuddles and by playing alongside them as they try out something new. This helps children to form secure emotional attachments and promotes their sense of security and belonging.
- Older children participate in regular daily outdoor energetic play. They have opportunities to take manageable risks in their play when they lift and manoeuvre car tyres and use the large wooden fort and slide. Babies enjoy sitting in the double pushchair and going for long walks around the nursery's grounds.
- Staff receive regular individual support meetings where they can seek advice and discuss their future training requirements. Their practice is monitored to ensure children receive good quality teaching to promote their good progress.

What the setting needs to do to improve further

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

Due Date

- inform Ofsted of the name, date of birth, address and telephone number of any directors or other members of the governing body. 08/04/2016

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

- provide even more opportunities that promote older children's literacy development and enable them to accurately link sounds to letters
- provide more opportunities for all children who speak English as an additional language to use their home language in their play.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector completed a joint observation with the nursery deputy manager.
- The inspector held a meeting with the nursery manager and deputy. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents and children spoken to on the day and from information included in the nursery's own parent survey.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has not notified Ofsted of an additional director and secretary so that suitability checks can be undertaken. Safeguarding is effective. Most staff have attended safeguarding training and have a suitable knowledge of the possible signs of abuse and neglect. They know what to do should they have a concern about any child in their care. Risk assessments are carried out regularly and reviewed to ensure the premises are safe and secure in order to protect children from harm.

Quality of teaching, learning and assessment is good

The manager checks the activities provided to make sure all areas of learning are included in the planning. Following consultations with parents, staff have completed training on promoting children's literacy development. Staff have introduced literacy sessions where children learn actions for each of the letter sounds they hear. They encourage children to hear and say the initial sound in their name. However, there are fewer opportunities for older children to practise linking sounds to letters they see. Children choose and read books and listen intently at story time. Young children enjoy making marks with paintbrushes in the dry sand and glitter. Older children enjoy sticking and gluing with a wide range of collage materials encouraging them to explore colour, texture and shape and to use their imagination. During such activities, staff use commentary to extend children's understanding and questions that challenge children to think. Disabled children and those with special educational needs make good progress. The well trained and knowledgeable Special Educational Needs Coordinator is confident in her role. She successfully supports other staff in the nursery and works with them and other professionals to skilfully identify, monitor and secure further support for these children.

Personal development, behaviour and welfare require improvement

Not all those in leadership roles have had their suitability checked. However, they do not have unsupervised contact with children or have sole responsibility in making decisions that affect children's well-being. Staff are deployed to ensure children are well supervised and ratios are met. Children are encouraged to wash and dry their hands before mealtimes. Meals and snacks provided for the children are nutritious and balanced. There are effective procedures for emotionally preparing children for their move into other rooms which include children having supported visits with their key person. Children who speak English as an additional language are, in the main, effectively supported. There are some resources in the nursery that reflect some of the other languages children speak. However, children do not have enough rich opportunities to use their home language in the nursery.

Outcomes for children are good

All children make good progress. They develop a wide range of skills and are well prepared for the next stage in their learning, such as school. Children benefit from teaching that is consistently good and focuses on them achieving their full potential.

Setting details

Unique reference number	EY469523
Local authority	Staffordshire
Inspection number	1042705
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 6
Total number of places	122
Number of children on roll	152
Name of provider	Sandytots Limited
Date of previous inspection	3 March 2014
Telephone number	01785256155

Sandytots was registered in 2013 and is managed by Sandytots Limited. The nursery employs 25 members of childcare staff. Of these, one holds Early Years Professional status, three hold appropriate early years qualifications at level 6 and one at level 5. A further 17 staff hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language, disabled children and those with special educational needs.

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.

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