

Sandford St Martin's Nursery School CIC

Sandford, Wareham, Dorset, BH20 7AJ



Inspection date

10 July 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The manager does not ensure that the record of children's attendance is accurate at all times. Staff are not always sure of how many children are present during the session to fully support their safety. This is also a breach in the requirements of the Childcare Register.
- The quality of teaching is inconsistent. Staff often miss opportunities to challenge and extend children's learning through effective engagement with them as they play. This means children do not make as much progress as possible.
- Systems to monitor the progress children make are not always accurate. This hinders staff's ability to plan well for children's development and to promptly identify when children may need additional support to help narrow any gaps in their learning.
- Although managers complete some monitoring of staff performance, any action taken to address weaknesses is not fully effective in improving the quality of teaching.

It has the following strengths

- Children make choices in their play. They develop independence as they select activities and decide if they want to play indoors or out.
- Children behave well and show care and consideration for their friends. Staff use praise and encouragement to help children feel proud of their achievements and develop positive relationships.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ maintain an accurate record of children's attendance 	28/07/2017
<ul style="list-style-type: none"> ■ improve the quality of teaching, to ensure children receive high levels of challenge and support and make consistently good progress in their learning 	29/09/2017
<ul style="list-style-type: none"> ■ improve systems for monitoring children's progress, to ensure that staff recognise the progress children make and can promptly identify any gaps in their learning and provide good levels of support to help children achieve. 	29/09/2017

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

- implement more effective monitoring of staff performance, and provide staff with support and professional development opportunities to help improve the quality of teaching and outcomes for children.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector completed a joint observation and held meetings at an appropriate time with the managers.
- The inspector looked at children's assessment records and sampled welfare records.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and reviewed the provider's self-evaluation document.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection, and engaged in discussions with staff and children at appropriate times.

Inspector

Samantha Powis

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The managers and staff have a secure understanding of what to do if they have concerns about a child's safety or welfare. Inductions provide staff with a suitable understanding of their responsibilities. Managers complete some evaluations on the provision and gain feedback from parents to help them identify areas for improvement. However, although they have identified that some aspects of teaching are not strong, steps taken to address this have not been successful in improving outcomes for children's learning. Parents receive regular written information about the progress children make and have some opportunity to discuss this with staff. Staff make effective links with other professionals and other settings that children attend to help provide consistent support for children's care and learning needs.

Quality of teaching, learning and assessment requires improvement

Children enjoy their time at the nursery. They have access to a suitable range of play resources and activities. However, staff miss opportunities to extend children's learning. For example, as children look at the ice, staff do not encourage them to think deeply about the properties of ice or explore how and why it changes to extend their understanding and interest. Staff involve children in some practical use of numbers, such as counting how many children are at the snack table. However, staff step in too quickly with an answer to mathematical problems, rather than challenging children to work it out for themselves, such as when deciding how many more cups they need. Staff complete some assessments of children's learning; however, these do not always fully reflect children's actual learning needs, and staff are not clear about how they can support children's learning through the activities they provide.

Personal development, behaviour and welfare require improvement

Staff provide a safe and welcoming environment, and they help children to learn some safe practices and be healthy. For example, they teach children how to use scissors safely and talk about the reasons for washing their hands before they eat. However, staff do not complete the daily record of attendance accurately to help ensure they can fully support children's safety in an emergency. Children settle well and feel a secure sense of belonging. Staff provide sensitive reassurance and are very caring in their involvement with the children; however, they do not successfully extend children's learning.

Outcomes for children require improvement

Not all children receive the support they need to help them make the progress they are capable of; however, they do generally acquire some skills they need in readiness for school. They listen well to stories and often choose to use books for their own enjoyment. Some children show good communication skills, such as when they confidently talk about their experiences at home. They start to become familiar with letter shapes and patterns, such as when they find their name card to register each morning. However, they do not receive the support and challenge they need, for example, to write their names on their paintings or use writing in their imaginative play.

Setting details

Unique reference number	EY486962
Local authority	Dorset
Inspection number	1007359
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	36
Number of children on roll	68
Name of registered person	Sandford St. Martins Nursery School CIC
Registered person unique reference number	RP534405
Date of previous inspection	Not applicable
Telephone number	01929 558122

Sandford St Martin's Nursery School CIC registered in 2015, having been registered previously in other premises. The provision operates from a purpose-built building alongside the primary school in Sandford, Dorset. The provision is open five days a week, from 8am to 6pm, during school term time and on certain days during school holidays, depending upon demand. There are nine staff working with the children, all of whom have early years qualifications.

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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