

## Inspection date

21 February 2018

Previous inspection date

18 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children establish extremely strong attachments to staff, who are warmly attentive and quickly respond should children need reassurance. The very effective key-person system ensures that all children are emotionally well prepared for their next stage in learning and move on to school.
- Children who have special educational needs and/or disabilities and children who speak English as an additional language receive highly effective support. Exceptionally strong relationships with parents and other professionals help to ensure consistency in planning activities that help children make the best possible progress.
- Children are very happy and settled in this welcoming nursery. Their behaviour is excellent and staff teach them to be kind to each other. Staff promote healthy eating and lifestyles extremely well through a wide range of activities. They meet children's individual needs exceptionally well and children are emotionally secure.
- Staff make close observations of children's achievements and use the information well to plan for their next stages of development. Children make good progress.
- Parents are well informed and involved in their children's learning. For example, staff share children's achievements daily and regularly inform parents of early years updates.

### It is not yet outstanding because:

- The managers and staff have not established fully effective ways to track different groups of children, to identify any gaps in their learning and help them make even better progress.
- Sometimes, staff do not use questioning as skilfully as possible, to extend conversations with children and increase opportunities to support their learning.

## What the setting needs to do to improve further

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

- build on the systems for monitoring the progress of groups of children, to help raise outcomes to the highest level
- develop teaching techniques further, to extend children's learning as well as possible as they 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Jane Rushby

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff understand how to identify and report any concerns about a child's welfare. Staff ensure the premises are safe for children to use and they supervise children vigilantly. The management team is dedicated and passionate in the drive to provide high-quality care and learning for all children. The manager follows rigorous recruitment procedures to help ensure that staff are suitable to fulfil their roles. She holds regular supervision meetings with staff and focused professional development is helping all staff to further increase their knowledge and skills. Effective self-evaluation includes the views of children, parents and staff. This helps to identify and address ongoing areas for development. Parents are extremely complimentary about the nursery.

### Quality of teaching, learning and assessment is good

Staff place a strong emphasis on developing children's language and communication skills. They plan enriching experiences that encourage children to communicate their ideas and increase their vocabulary. For instance, staff encourage children to join in with favourite songs and rhymes throughout the day. Children's early literacy skills develop well. They learn to recognise their name in print and use it during the day, for example, to show that they are present as part of self-registration. Staff involve children in simple tasks to develop their independence skills. For example, children pour their own drinks and tidy away toys. Staff skilfully help children to count confidently, recognise numbers and to use mathematics during their play. Younger children practise their walking skills and they enjoy the sounds they make with the variety of instruments they can choose from.

### Personal development, behaviour and welfare are outstanding

Well-qualified staff are extremely positive role models. Children are exceptionally well mannered and have an excellent understanding of good hygiene practices. Children enjoy nutritious and well-balanced meals and snacks. Individual dietary needs and preferences are met highly successfully. Children benefit from daily fresh air and exercise outdoors. They develop their physical skills very well and demonstrate excellent spatial awareness when negotiating obstacles outdoors. Children have a very strong sense of staying safe. They know they must use their 'walking feet' indoors and remind others to do the same.

### Outcomes for children are good

Children are eager and enthusiastic in their play. They show confidence in their choice of activities and toys as they explore the wealth of exciting and stimulating resources. Children are interested in the activities and show purpose in their play. Younger children choose books and take them to staff to read the stories. Staff guide and support their play and encourage children to experiment with their creativity, such as exploring water, play dough, sand or shaving foam. Children demonstrate strong skills that prepare them well for the next stages in their learning.

## Setting details

<b>Unique reference number</b>	EY477043
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	1105828
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	49
<b>Number of children on roll</b>	64
<b>Name of registered person</b>	St George's Lupset Ltd
<b>Registered person unique reference number</b>	RP905808
<b>Date of previous inspection</b>	18 September 2014
<b>Telephone number</b>	01924 330269

Childcare@sandle re-registered in 2014. The nursery opens Monday to Friday, from 8am until 6pm all year round, except for bank holidays and a week at Christmas. There are currently eight staff working directly with the children, five of whom hold appropriate early years qualification at level 3 and three at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

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