

# Sandcastles Day Nursery

Yenton Primary School, Chester Road, Birmingham, B24 0ED



## Inspection date

12 February 2018

Previous inspection date

17 March 2016

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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Teaching is good and staff effectively support children's learning in all areas. The staff team know the children well. They make accurate assessments of children's progress and use their knowledge to move children forward and assist them to acquire the skills for their next stage of learning.
- Strong partnerships help parents to feel welcome at the setting and informed of their children's progress. Regular parent workshops provide valuable opportunities to work alongside their children in activities and see what they are learning first hand.
- Staff liaise promptly with other professionals to provide additional support where required. Arrangements for children with special educational needs and/or disabilities are particularly well embedded into practice so that children receive successfully tailored care.
- Children's behaviour is good and they learn to be kind and help each other during their play. They hold hands and remind each other of simple rules when lining up for outside play.
- Children settle quickly and their emotional well-being is a high priority with all staff. Children are provided with encouragement, praise and reassurance during the sessions, enabling them to develop strong self-esteem and sense of belonging.

### It is not yet outstanding because:

- Occasionally staff do not respond quickly enough to children's individual health needs to help prevent any possible spread of infection.
- Although the environment has been recently updated, further improvements to enhance children's learning, particularly in literacy and mathematics are not yet fully in place.

## What the setting needs to do to improve further

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

- increase good hygiene practises so that children learn about how they can contribute to their on-going good health
- further consider how the environment can enhance children's learning in literacy and mathematics

### Inspection activities

- The inspectors spoke with staff and observed their interactions with children throughout the inspection.
- The inspectors spoke to parents and children and took account of their views.
- The inspectors looked at a range of documentation, including records of progress, learning journals, a sample of policies and procedures and evidence of suitability checks.
- The inspectors viewed all areas used for childcare.

### Inspectors

Yvonne Johnson / Suzanne Taylor EYRI

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Leaders and staff are aware of their responsibilities and know the procedures to follow if they have a concern about a child's welfare. Prompt action is taken by leaders when issues are identified and clear plans for what the setting will do next to keep children safe. Staff work effectively with other professionals to enhance the quality of support and education to children and families attending. A regular programme of supervision, training, induction and support assists staff in developing the necessary skills and they are well-qualified to meet the children's needs. Procedures for recruitment are robust and staff's suitability checks are completed prior to any unsupervised contact with children.

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

Staff successfully identify what the children can do and use accurate assessments to plan for children's future learning. They introduce a good variety of interesting activities that enable children to develop skills across all areas of learning. Staff skilfully use resources and language with a small group of children to encourage and promote abilities in early maths. For example, children are asked to predict how many more bricks they will need to fill a rectangle and a square and are given time to consider and share their thoughts. Younger and older children remove their shoes and socks so they can experience the different texture and changes of the sand, whilst they sit in it. Outside in the garden the children play in the construction area, building and creating structures using their imagination and a wide range of tools.

### Personal development, behaviour and welfare are good

Younger and older children's physical, social and emotional needs are well met. Children are confident and happy and have formed close relationships with the staff, that support their emotional well-being. Children's behaviour is good. They are learning about respecting and valuing each other. Children follow good examples and positive role modelling of staff. Children manage their care needs well and learn about healthy eating through nutritious snacks and meals. They learn about other the wider community and cultures through a range of activities and festivals. Younger children are cared for in a calm and relaxed space, with age appropriate equipment and good staff support to meet their needs.

### Outcomes for children are good

Children's physical and social skills are being well addressed through the provision of extra outdoor equipment, using the pupil premium funding. Children enjoy riding the new bikes and are learning to balance on two wheels, negotiate sharp turns and control speed. They also learn about their own safety, risk management and are increasingly aware of other children in the outside space. Children are motivated learners and are making good progress based on their starting points. They are gaining the skills they need, to prepare them well for their next stage of learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY481548
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1124758
<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 - 11
<b>Total number of places</b>	48
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Debbie Jane Kennedy
<b>Registered person unique reference number</b>	RP903328
<b>Date of previous inspection</b>	17 March 2016
<b>Telephone number</b>	01214643719

Sandcastles Day Nursery was registered in 2014. The nursery employs 13 members of childcare staff, all but one of whom hold appropriate early years qualifications at levels 2, 3 and 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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