

# Sandford St Martin's Nursery School CIC

Sandford, Wareham, Dorset, BH20 7AJ



## Inspection date

24 May 2018

Previous inspection date

10 July 2017

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
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

- The management team has supported staff well since the last inspection to make positive improvements. For example, staff now give more focus to using open-ended questions to extend and challenge children's play, to help them make good progress.
- Children settle quickly in this friendly nursery school and respond happily to the welcoming approach given by staff. Children gain good positive emotional security.
- The management team supports staff effectively to develop their practice. For example, staff have attended training that raised their awareness of how to support children's communication, language and social skills more effectively.
- Children behave well. They share toys well, are confident to manage their emotions, and play cooperatively.
- Staff form positive partnerships with parents and keep them well informed of their children's progress. Parents speak highly of staff and feel reassured by the care offered.

### It is not yet outstanding because:

- Staff do not always enable children to continue with their self-chosen play before asking them to tidy toys away, which interrupts their concentration and enjoyment of play.
- Staff sometimes miss opportunities to encourage children to recognise and match numbers to quantity and develop their early mathematical awareness further.
- Staff miss some opportunities to help children understand possible risks in the outdoor play area, such as to negotiate space when using ride-on toys and use the slide safely.

## What the setting needs to do to improve further

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

- review the organisation of changeover times to minimise interruptions to children's self-chosen play
- provide more opportunities for children to recognise and use numerals in their play to develop their early mathematical awareness further
- provide more opportunities for children to identify possible risks and develop their understanding of keeping themselves and others safe in the outdoor play areas.

### Inspection activities

- The inspector observed children's interactions in play indoors and outdoors, and discussed their learning and development with staff.
- The inspector viewed documentation, such as operational policies, procedures and required records, including first-aid, qualification and insurance certificates, and children's learning journals.
- The inspector completed a joint observation with the manager and discussed how children were learning through their play.
- The inspector took into account the spoken views of parents.
- The inspector met the provider and manager and discussed procedures, such as self-evaluation and how this has helped them make improvements.

### Inspector

Mary Daniel

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team supports staff well to understand their roles and responsibilities to protect children's welfare. Staff know procedures to follow any concerns arising. The management team has evaluated and developed staff practice effectively since the last inspection. For example, they now implement more-frequent supervision of staff to help assess their ongoing suitability. In addition, staff have gained from observing each other's practice and sharing ideas to improve and support children's learning. Management reviewed the nursery policies and has improved procedures to keep accurate records of children's attendance. Staff have also received advice from early years advisers to improve practice and have developed the systems for monitoring children's achievements, for instance, to help staff identify any gaps in children's learning more effectively and plan motivating activities to support them to make more-rapid progress. Management liaises often with other professionals supporting children's care and learning, to work together and promote a consistent approach.

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

Staff encourage children's language and imaginations well in play. For example, older children enjoy 'cooking' in the playhouse and say they are 'making a bacon sandwich and pizza'. Younger children eagerly join in a pretend train journey to the beach and they say 'choo choo' as the train moves off. Staff promote children's early literacy skills effectively. For instance, older children sound out the initial letters of familiar words. They often attempt to write in their play and begin to form recognisable shapes and letters, such as those in their names. Younger children join in with the repeated refrains of a favourite story and excitedly say, 'The wolf huffed and he puffed and blew the house down.' Staff extend children's understanding of the world well. For example, children listen to a story about birds and then make a nest outdoors with leaves and sticks. They watch insects with interest, such as woodlice move across a tree, and find pictures of these in a book.

### Personal development, behaviour and welfare are good

Staff promote children's good health and physical well-being effectively. For example, children enjoy healthy snacks and often play outdoors and exercise. They enjoy jumping on the trampoline and count their jumps or make star shapes with outstretched arms. Staff support children's good behaviour well. For instance, children help each other carry heavy boxes of toys when tidying up. Older children happily make a pretend birthday cake of sand for a friend. Younger children find a toy car to help a friend feel happy.

### Outcomes for children are good

Children gain good confidence, independence and social skills to help them prepare for their move to school. For example, older children talk confidently in a group about their holiday plans. They use language well to express their news and say, 'We will go on a plane and my friends are coming with us.' Younger children hand out cups for their friends at snack time and learn to pour their drinks and serve their food independently.

## Setting details

<b>Unique reference number</b>	EY486962
<b>Local authority</b>	Dorset
<b>Inspection number</b>	1109077
<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
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Sandford St. Martins Nursery School CIC
<b>Registered person unique reference number</b>	RP534405
<b>Date of previous inspection</b>	10 July 2017
<b>Telephone number</b>	01929 558122

Sandford St Martin's Nursery School CIC registered in 2015. It was registered previously at other premises and is now sited in the grounds of Sandford St Martin Primary School in Sandford, Dorset. The nursery school is open Monday to Friday from 8am until 3pm, during school term time and during school holidays, depending upon demand. It receives funding to provide free early years education for children aged three and four years. There are eight staff employed. Of whom, the manager holds an early years degree, four staff hold early years qualifications at level 3 and one member of staff holds an early years qualification at level 2.

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