

Sanderlings Day Nursery

59 North Parade, Hoylake, Wirral, CH47 3AL



Inspection date

26 June 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff welcome children and families into this friendly nursery. Children demonstrate a strong sense of belonging as they look for their special member of staff or friends before settling quickly into the daily routine.
- Staff have established good partnerships with parents, who praise the regular, detailed information they receive about their children. Parents say they feel supported in being involved in their child's learning. Children benefit from the consistency in their learning.
- Children are cared for in a very welcoming environment that is well planned to meet their differing needs. For example, staff ensure children can move easily around the playrooms and the designated outside areas, to make their own play choices.
- Staff support children's learning well overall, especially their speech development. Children become confident speakers, who are keen to share their ideas.
- Children are very sociable and well behaved. Staff act as good role models and set high expectations of children's behaviour. For example, children willingly share the toys with each other without adult support.

It is not yet outstanding because:

- Staff sometimes miss opportunities, particularly in adult-led play, to extend children's learning and challenge their thinking at the highest level.
- The monitoring arrangements for assessments of some children's learning is not always rigorous enough to secure the best possible outcomes in their learning.

What the setting needs to do to improve further

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

- reflect further on the quality and impact of teaching, and use this to focus staff professional development more precisely on helping children to make the best possible progress
- review the monitoring arrangements of children's assessments to ensure that children make the best possible outcomes in their learning.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector held meetings with the manager.
- The inspector spoke with children, parents and staff at suitable times throughout the day and took account of their views.
- The inspector looked at a range of documentation, including records of children's progress, policies and procedures.

Inspector

Ron Goldsmith

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures that staff have a secure understanding of their role in keeping children safe and the management team monitor staff understanding on an ongoing basis. Staff are confident with the procedures to follow should they have any concerns about the welfare of a child and whom they should go to with any concerns. The management team effectively evaluates nursery practice so that it can continue to make improvements that benefit children's outcomes. For example, staff have recently attended phonics training, which they have introduced to improve reading skills in the nursery and which is linked to the local schools' programmes. Staff successfully work in partnership with parents. Parents comment that children are more than ready for school and that the nursery is like an extended family. Staff share a good two-way flow of information regarding children's development with parents.

Quality of teaching, learning and assessment is good

Children enthusiastically take part in the wide range of interesting activities that staff provide. The well-organised environment enables children to make choices and develop their own ideas. For example, in the baby room the very youngest children choose books to look at independently. They make marks using paint and different tools, in preparation for later writing. Toddlers enjoy listening to sounds and words in stories. They hold props that help them to engage more closely with the story being told. Pre-school children link some letters with the sounds that they represent. Staff encourage children to use all their senses, for example, as they explore how to plant leeks and talk about what will happen to the plants. Children water and nurture flowers and plants, which they grow in the outdoor play area. Staff encourage children to be creative and imaginative and make their own discoveries, for example, they bake cakes in the mud kitchen.

Personal development, behaviour and welfare are good

Staff provide children with healthy and nutritious meals and snacks, cooked on the premises. On a hot day, staff make sure children drink plenty of water to remain hydrated. Children sit comfortably with staff and each other for all meals and display excellent social skills and behaviour. Staff are warm and loving towards children. Children are kind to each other and prepared to share. Staff liaise very effectively with parents to support children's care. Children settle quickly when they first start and form secure attachments with other children and staff. They have a good sense of belonging and their self-esteem is high as staff value their ideas. Outside areas are accessible to children of all ages and they enjoy spending as much time there as possible.

Outcomes for children are good

All children make good progress and are developing the key skills they will need for school. Young children demonstrate that they are able to persevere and concentrate during their play. Children develop good physical skills and their behaviour individually and in large groups, such as during mealtimes, is thoughtful and considerate. Older children show good listening and attention skills and are not easily distracted.

Setting details

Unique reference number	EY499830
Local authority	Wirral
Inspection number	1045138
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 - 4
Total number of places	32
Number of children on roll	46
Name of registered person	Jill And Alan Anderton Partnership
Registered person unique reference number	RP900231
Date of previous inspection	Not applicable
Telephone number	0151 632 5890

Sanderlings Day Nursery registered in 2016. It is one of two privately owned nurseries of the same provider. It opens from 8am until 6pm on Monday to Friday, except for bank holidays and one week during the Christmas holidays. The nursery employs 15 members of staff. Of these, one holds early years professional status, two hold early years qualifications at level 5 and eight hold qualifications at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

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