

Inspection date	13 December 2018
Previous inspection date	Not applicable

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

- All children are familiar with all staff and the different rooms in the nursery. This means that when they move rooms to play with children of a similar age, they settle quickly. Children demonstrate good social skills.
- Staff provide plenty of opportunities for children to develop their communication and language skills. They ask children to choose toys that represent different nursery rhymes. This helps them to develop their understanding of the words they sing. Staff talk to children when they play alongside them. They repeat words children say to help them to hear the correct pronunciation.
- Staff work well as a team and are good role models. They plan activities that children enjoy. Staff observe and monitor children's progress and this helps them to identify what children need to learn next. Children make good progress in their learning.
- Staff use strategies to engage parents in children's learning in the nursery. They encourage them to ask their children what they like to play with. Staff invite parents to attend sessions to play with their children.
- The manager supports her staff well in their roles through, for example, supervisory and appraisal meetings. She provides staff with ideas and different ways that they can support children, helping to extend their professional development. The provider regularly checks staff's knowledge of the learning and development requirements and their knowledge of safeguarding. Staff provide consistently good teaching.
- Although staff gather information from parents about children's interests when they first start, they do not gather enough information about children's prior learning to help them plan more precisely for children's learning from the outset.
- Staff do not work consistently in partnership with other early years settings and schools that children attend, to enhance and complement children's learning.

What the setting needs to do to improve further

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

- gather more information from parents when children first start to help plan more precisely for their learning
- strengthen partnerships with other early years settings and schools children attend and develop more effective ways to gather and share information about children's learning and development.

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 nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector
Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff know the signs that may suggest a child is at significant risk of harm. They complete risk assessments of the environment prior to children arriving and remove identified hazards. Measures are in place to ensure that children leave with an appropriate adult. The manager and staff support children well who have special educational needs and/or disabilities. They meet with other professionals and parents to identify individual targets for children that are suitable for their individual needs.

Quality of teaching, learning and assessment is good

Staff play alongside children. They have a good understanding of the needs of each child and how to support them well in their development. Staff help two-year-old children to learn new skills. They show them how to put lids on pens. Children then confidently complete the task on their own. The manager monitors the progress made by individual and groups of children. This helps her to reflect on the environment and teaching skills to ensure that children make good progress in their learning. Recent improvements to the role-play area, encourage older children to develop their imagination and to make links between nursery and home. Children play with real food packaging and pots and pans.

Personal development, behaviour and welfare are good

Settling-in sessions are offered when children first start and this helps children to form positive relationships with staff. Children arrive happy and demonstrate that they feel safe and are emotionally secure. Staff offer children a healthy range of snacks and meals. They find out about children's dietary and medical needs when they first start. This helps them to meet children's good health. Staff effectively encourage children to be independent. They sit with children during mealtimes and encourage them to serve themselves. Children behave well. Staff clap their hands to praise babies and young children's achievements. Clear rules and boundaries are in place and this helps older children to know what is expected of them. Children say that when they play with toys they need to 'choose it, use it and put it away'.

Outcomes for children are good

Children make good and some make better than good progress in their learning. They are motivated to try new experiences and keen to explore the environment. Babies and young children learn through their senses. They explore the texture of objects, such as metal balls and sponges. Children make up their own games. For example, they place a sweeping brush on the floor and jump over it. Outdoors, children develop their balance and coordination when they walk along planks of wood. This helps them to develop their physical skills. Children enjoy completing jigsaw puzzles that help them to solve problems. They learn skills in readiness for their move on to school.

Setting details

Unique reference number	EY501682
Local authority	Barnsley
Inspection number	10059654
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 10
Total number of places	105
Number of children on roll	94
Name of registered person	1st Safari Day Nurseries Limited
Registered person unique reference number	RP905110
Date of previous inspection	Not applicable
Telephone number	01226 200696

Sandpit Nursery registered in 2016. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, including the manager who holds qualified teacher status. 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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