

Sandfield Natural Play Centre



Sandfield House, Lickers Lane, Whiston, Merseyside L35 3SR

Inspection date	13 December 2018
Previous inspection date	11 March 2016

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

Summary of key findings for parents

This provision is outstanding

- Staff's partnerships with parents are exceptional. Staff visit children and their families to get to know them before they start attending. They maintain a continuous, detailed two-way flow of information with all parents so they are consistently engaged in all aspects of children's lives at the nursery. Parents are encouraged to attend stay-and-play sessions. Staff use these to support parents' understanding of how to promote aspects of learning at home.
- The quality of teaching is inspiring and highly motivating for all children. Staff intuitively follow children's emerging interests and allow them to engage fully with activities to their own satisfaction. Children are consistently highly motivated and demonstrate a great love of learning.
- Staff make excellent use of opportunities to help children develop their independence. Children are exceptionally resilient, trying things for themselves and not giving up when they cannot do something on their first attempt. Staff patiently wait and all children, including young children, carry out routines independently. Children are provided with a good variety of extremely nutritious home-made foods in order to fuel their bodies, giving them energy to pursue their energetic learning outdoors.
- Children make rapid progress because staff have a sharp focus, for example, on communication and language. This means that children who speak English as an additional language quickly progress from using picture cards to communicate with staff, to speaking in short phrases and sentences. Staff make excellent use of other non-verbal communication methods to engage with all children.

What the setting needs to do to improve further

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

- continue to disseminate excellent practice and professional development opportunities with parents and other providers.

Inspection activities

- The inspector spoke to some parents during the inspection and took account of other parents' views from emails they had contributed.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke with staff and children during the inspection.
- The inspector sampled staff's and children's records, and policy documents.

Inspector

Liz Grocott

Inspection findings

Effectiveness of leadership and management is outstanding

Leaders are highly effective in supporting, coaching and providing targeted professional development. Staff receive consistent support to maintain the excellent quality of teaching and promote the highest possible outcomes for children. Safeguarding is effective. All staff understand their responsibility to protect children. The manager rigorously monitors and moderates children's development to ensure that they all continue to make excellent progress. Children who require additional support are swiftly identified and benefit from staff's exceptional partnership working with parents. Leaders intend to continue to provide training and professional development to trainee teachers and parents to deepen their understanding of learning and development.

Quality of teaching, learning and assessment is outstanding

Staff make excellent use of what they know from observing children, providing precisely planned and exciting learning experiences. Babies and young children delight in exploring using their fingers to make patterns in flour, mimicking adults. Some children choose to mix flour, butter and sugar, squeezing it with their fingers. Young children copy the simple, well-modelled language that staff use. Older children are extremely excited as they go on a bug hunt in the woods. Children demonstrate high levels of concentration and learn initial-letter sounds that staff skilfully weave into their discussions. Children are encouraged to speculate how insects may feel if they were taken away from their 'homes' to go inside the nursery. Children thoughtfully suggest that a woodlouse would be 'sad' if it did not live under its log.

Personal development, behaviour and welfare are outstanding

Young children are not rushed as they wash their hands and staff are excellent role models, discussing why this is important. Leaders have thoughtfully resourced the setting, making the best use of opportunities to encourage children's independence. Children successfully put on outdoor clothes and serve their food, competently using a 'down and scoop' motion. Parents and staff are invited to share meals with children, fostering a sense of community. Leaders have carefully planned the key-person system so that children are always with familiar adults and peers. Children feel extremely secure, happy and confident when they come into nursery.

Outcomes for children are outstanding

All children, including those with special educational needs and/or disabilities, are extremely well prepared for their next stages of learning and the eventual move to school. Children show an excellent grasp of early mathematical concepts. They make tally charts of the insects they find, counting these up at the end. Children are highly valued and respected by staff. This supports the excellent sense of belonging and self-esteem. Children are encouraged to resolve any disagreements and require little adult support. Children are polite and helpful, and the mix of ages in groups helps children to learn empathy and become positive role models for others.

Setting details

Unique reference number	EY342763
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10087179
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 - 4
Total number of places	52
Number of children on roll	111
Name of registered person	Suzanne and Alex Scott Partnership
Registered person unique reference number	RP526573
Date of previous inspection	11 March 2016
Telephone number	0151 4266262

Sandfield Natural Play Centre registered in 2006 and is located in Whiston, Merseyside. The nursery employs 29 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2 and above, including three staff who are early years professionals or early years teachers. One member of staff also holds qualified teacher status. The nursery opens from Monday to Friday, all year round with sessions from 7am until 6pm. There is an adventure club operating in school holidays for children up to the age of eight years. The nursery provides funded early education for two-, three- and four-year-old children.

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