

Sandcastles Private Day Nursery

425 Marine Road East, Morecambe, Lancashire LA4 6AA



Inspection date	5 February 2019
Previous inspection date	11 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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

- Partnership working is exceptional. Parents are highly valued as their child's first educator. Staff work tirelessly to establish and maintain effective partnerships with parents. Partnership working with other professionals is equally as strong. The staff team is praised on the excellent communication, proactive approach and highly effective implementation of all planned targets. As a result, children with special educational needs and/or disabilities (SEND) receive superb support.
- Children's good health is promoted exceptionally well. Staff are highly reactive to information received through training and research and implement changes where necessary to further enhance children's good health and physical well-being. Children are highly active and have daily access to outdoor play in all weathers.
- Children's behaviour is exemplary. They are kind and considerate towards one another. For example, they willingly share the resources and invite others to join in. Staff use highly effective techniques to ensure children feel listened to. For example, staff consistently get down to children's level, take the time to listen to what they have to say and offer clear explanations to help resolve any issues or confusion.
- Staff are well qualified and experienced. They know their key children very well. Regular and accurate observations and assessments of children's development help staff to plan activities and experiences to engage and motivate children, who make good progress in their learning.
- The highly effective key-person system and well-planned settling-in arrangements help children to feel secure and grow in confidence. Children's emotional well-being is high.
- Performance management of staff does not provide the managers with in-depth evaluations of all areas of staff practice, in order to raise the quality to the highest levels.
- Managers have not yet focussed their commitment and passion to driving all areas of practice to the highest levels through uncompromising and incisive self-evaluation.

What the setting needs to do to improve further

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

- evaluate the impact of staff's practice with more rigour to enhance the quality of teaching to an outstanding level
- focus the commitment and aspirations from managers to drive the ongoing improvements that raise the standards of provision to the highest level.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning during play inside and outside.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the nursery manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and other written comments.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. All staff are highly trained and qualified in safeguarding and have a comprehensive understanding of their individual responsibilities in protecting children from harm. All required records are kept and are available for inspection. Overall, staff receive very good support from the managers. For example, there are formal systems of support, such as supervision sessions and staff meetings. Training opportunities are extremely well targeted. For example, staff attend training as part of programmes of support following the monitoring of children's progress or to support those children in receipt of additional funding. This has been particularly beneficial for children's mathematical development following specific training and the assignment of a nursery 'mathematics champion'.

Quality of teaching, learning and assessment is good

The atmosphere within the nursery is lively and purposeful. Children show high levels of engagement during their play and benefit from the overall strong teaching from staff. Children confidently explore the different areas within the nursery, choosing where they would like to play. Adult-led and focussed activities, such as phonics sessions, are led with enthusiasm from staff. For example, staff were wonderful role models during a singing and movement session as they modelled ways to dance and move around. Children delighted in copying staff, exploring ways to move their bodies and giggled as they jumped, hopped and waved their arms. During freely chosen play, staff are highly skilled at making judgements on when to join in with play, so not to interrupt children's independent learning. Instead, they join in sensitively, asking well-posed questions in keeping with children's own ideas.

Personal development, behaviour and welfare are good

Staff create a warm and welcoming atmosphere where children and parents feel at ease. Staff are caring and nurturing towards the children, who show that they feel safe, secure and settled. Children display high levels of confidence and self-assurance. They are unfazed in new and social situations, showing curiosity with new visitors to the nursery and confidently initiating conversations. Children enjoyed many activities linked to the celebration of Chinese New Year. Staff planned activities across all areas of learning, helping to engage children through their individual interests. Some children enjoyed role play in the Chinese restaurant, which was extremely well resourced with authentic Chinese cookware. Other children enjoyed making money wallets and exploring Chinese writing in comparison to their own. These activities provided wonderful opportunities for children explore the wider world, supporting their understanding of diversity beyond their immediate experience.

Outcomes for children are good

Children have a wealth of opportunities to make marks and write for a purpose. They write their names on the waiting list for the computer and many children form letters well. Children are keen to join in and are able to listen to and follow instructions. Children develop the necessary skills that they need in preparation for school.

Setting details

Unique reference number	EY476948
Local authority	Lancashire
Inspection number	10075900
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	50
Number of children on roll	56
Name of registered person	Sandcastles Childrens Nursery Limited
Registered person unique reference number	RP533619
Date of previous inspection	11 March 2016
Telephone number	01524 831932

Sandcastles Private Day Nursery registered in 2014. The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including the manager who holds early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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