

Sandford Pre-School

14 Blundell Sands Road, West Blundell Sands, Liverpool L23 6TF



Inspection date	15 February 2019
Previous inspection date	28 June 2016

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
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

- Leaders are ambitious. They have very high expectations for themselves, their staff and what children can achieve. Leaders have a clear vision for the pre-school and excellent systems in place to monitor and evaluate the overall quality of the setting. They passionately discuss their new projects, links with other settings and their local authority, which are used to target the improvements being made.
- Staff know children exceptionally well as the key-person system is highly effective. Staff are excellent role models and highly respectful of children's choices and ideas. Children's kind behaviour is celebrated. They have their pictures displayed next to the 'promises' they have shown during the day, such as 'good listening'.
- Children consistently show the characteristics of effective learning. They have high levels of motivation and enthusiasm to engage in learning. Children confidently make choices about where they would like to play. Staff encourage children to explain their ideas and think about what they could do next. Staff have a sharp focus on promoting children's communication and language skills, as well as their passion for early literacy.
- Children make high rates of progress from their starting points. Older children are extremely well prepared for their next stages of learning and the eventual move to school. Children with special educational needs and/or disabilities benefit from excellent partnership working with other agencies.

What the setting needs to do to improve further

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

- embed the new, more detailed evaluation procedures, to more precisely target how staff can be supported to maintain the excellent quality of practice.

Inspection activities

- The inspector spoke with parents to gather their views.
- The inspector had a tour of the areas of the premises used for childcare purposes. She observed activities indoors and outdoors, to assess the impact of teaching on children's learning.
- The inspector met with the leadership team. She discussed and sampled their policies, procedures and evidence of staffs' suitability and qualifications.
- The inspector conducted a joint observation with one of the managers.
- The inspector spoke with staff and children at appropriate times. She reviewed and discussed children's records.

Inspector

Lauren Parsons

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff are vigilant about monitoring children's welfare and alert to changes in children that may indicate they are at risk of harm. They fully understand their responsibilities to report any concerns to the correct local agencies. Leaders have embedded robust procedures to assess staff's knowledge and their ongoing suitability. The provider has introduced a rigorous monitoring procedure to evaluate the progress made by different groups of children and quickly close any gaps in the provision. Parents are continually encouraged to become involved in their children's lives at the pre-school. Leaders continuously adapt how they communicate and share information to engage all parents. Parents find that the pre-school is extremely 'nurturing' and has an excellent impact on their children's learning and development. Management are currently implementing even more meticulous methods to evaluate the quality of practice. They intend to use these evaluations to provide sharply focused support and strategies for staff to provide the best possible support for each child.

Quality of teaching, learning and assessment is outstanding

Staff are well qualified and well supported to engage in professional development. They have a clear passion and enthusiasm for working with young children. Staff delight in their discussions with children, taking an active interest in what they say and helping them to extend their play. For example, when children notice insects in the outdoor area, staff supply them with a reference book and magnifying glasses to help them identify and find more. Staff are highly skilled in following children's interests and in arousing their curiosity. Children pretend to make cups of tea in the role-play area with metal cups. When a child introduces a magnet into their play, staff make suggestions of what they can test to see whether or not it is magnetic and why.

Personal development, behaviour and welfare are outstanding

Staff skilfully encourage children to identify and manage risks. Children delight in climbing on trees, balancing and jumping off safely. From a very young age, children follow hygiene procedures to minimise the risk of cross infection. They know, for example, where to dispose of their tissues once they have wiped their noses. Staff create exciting opportunities for children to learn about the wider world and about people from different backgrounds to their own. Children hear other children's home languages as adults read stories and children's cultural and religious backgrounds are fully embraced. Staff create a culture of vigilance around keeping children safe and promoting their emotional well-being. Staff visit children at their homes prior to starting the setting to get to know them and their family well.

Outcomes for children are outstanding

Older children develop a strong love of literacy. Staff make excellent use of each opportunity to help children understand that print carries meaning, rhyming words and initial letter sounds. Children carefully make marks and proudly copy what adults write with chalk in the outdoor area. They sit in dens made under trees to explore books independently. Children thrive at this pre-school. They are extremely well prepared for their next stages of learning and the eventual move to school.

Setting details

Unique reference number	EY252767
Local authority	Sefton
Inspection number	10073171
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	20
Number of children on roll	31
Name of registered person	Sandford Pre-School Committee
Registered person unique reference number	RP901763
Date of previous inspection	28 June 2016
Telephone number	07761 241 064 and 0151 924 4769

Sandford Pre-School registered in 1966. The pre-school employs five members of childcare staff, including the managers. Of these, all hold appropriate early years qualifications, including one with level 6 and two with level 5. The pre-school opens from Monday to Friday, 9am until 3pm during term time only. It provides funded early education for two-, three- and four-year-old children. The pre-school provides care for children with special educational needs and/or disabilities.

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