

Sandfield Park Private Day Nursery

Sandfield Park Day Nursery, Sandfield House, North Drive, Sandfield Park,
Liverpool L12 1LG



Inspection date	6 June 2019
Previous inspection date	14 June 2018

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

- The knowledgeable leadership and management team is keen to take on board the views of children, parents and staff. This helps to identify areas for improvement. Following a staff reorganisation, the management team is steadily building on the skills of the staff team.
- Staff in the pre-school room value children's early writing skills. Children form recognisable letters to write words, such as their names, on their work. They write the day, date and month on the large board.
- Staff successfully promote children's self-care skills and prepare them emotionally for school.
- Indoors and outdoors, children develop physical skills as they play. They also exercise at the start of the day and enjoy regular yoga sessions.
- The role of curriculum leader is developing well. However, sometimes the feedback given to staff after observations of teaching lacks detail about children's engagement and learning.
- Recently improved systems to monitor the consistency of the quality of care and teaching are not fully embedded.
- Some group activities are not organised and resourced effectively to keep children interested and engaged in learning.

What the setting needs to do to improve further

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

- evaluate the practice of staff with a more critical eye and help raise the quality of teaching and learning to a higher level
- embed the recently improved ways that are in place to monitor the consistency and quality of care and staff practice
- improve the planning of group activities so that all children are engaged and challenged appropriately, according to their stages of development.

Inspection activities

- This inspection was carried out as a result of risk assessment, following information received about the provider.
- 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 curriculum leader.
- The inspector held a meeting with the management team and curriculum leader. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of children, parents and carers spoken to on the day.

Inspector
Lynne Naylor

Inspection findings

Effectiveness of leadership and management is good

Members of the management team have swiftly addressed the actions set recently by Ofsted. They have reorganised staffing and enhanced the way that they supervise staff and monitor their performance. The management team is using additional ways to help gather a more accurate view of the quality of care and teaching. For example, viewing the closed-circuit television footage. This is also helping to identify and address the training needs of staff. For instance, the sleep-time routines have improved following refresher training on how to handle children safely. Safeguarding is effective. The manager regularly audits records to help identify any concerns about children's welfare. She has improved the way she records those present in the building. This helps to keep children safe.

Quality of teaching, learning and assessment is good

Staff regularly observe and assess children's learning. They use this information and feedback from parents to plan suitable activities that support children to make good progress. Babies and children enjoy a range of activities which help to promote their early communication skills. For example, staff encourage the use of language when counting toy bears. Children enjoy moving their fingers through substances such as cereal and mashed bananas. This helps them to develop the finger skills required for later writing. Parents, including a scientist and a doctor, visit to talk about their occupations and share their knowledge and skills with children. Children particularly enjoyed making volcanic eruptions. They also used glitter to learn how germs are spread.

Personal development, behaviour and welfare are good

Children make choices and decisions. For example, babies choose which songs to sing by selecting a related picture and older children choose the role-play themes. Children behave well and cooperate with each other. For example, one child helps another child to carry a box of toys to the carpet and two children pedal a tandem in the garden. Staff handle any disagreements promptly, helping children to explain how they feel. They follow advice from other professionals to manage behaviour, such as biting. A series of visits to a local care home help children to appreciate the needs of others. Planned activities help children to learn about other faiths and cultures. For instance, at Chinese New Year, children learn to eat using chopsticks and go out to buy fortune cookies. Children demonstrate an awareness of safety as they carry pencils and scissors with their points facing down.

Outcomes for children are good

Children make good progress and some make very good progress. They develop a range of skills and knowledge in readiness for school. Children's early reading and writing skills are strong, with many achieving above their expected levels. Overall, children are confident and eager to learn. They develop a good ability to do things for themselves. From a young age, children are encouraged to serve their own lunch. As the move to school gets closer, children practise getting changed into their physical education kits.

Setting details

Unique reference number	322416
Local authority	Liverpool
Inspection number	10112359
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	0 - 4
Total number of places	100
Number of children on roll	195
Name of registered person	Sandfield Park Private Day Nursery Limited
Registered person unique reference number	RP519518
Date of previous inspection	14 June 2018
Telephone number	0151 228 4040

Sandfield Park Private Day Nursery registered in 2000. The nursery employs 30 members of childcare staff. Of these, five hold appropriate early years qualifications at level 2, 17 hold level 3, one holds level 4, one holds level 5 and three hold level 6. The nursery opens Monday to Friday from 7.30am to 6pm, all year round. It provides funded early education for two-, three- and four-year-old children.

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