

Inspection of Sandhills Day Nursery Wolverhampton

Springhill Lane, Lower Penn, WOLVERHAMPTON WV4 4TJ

Inspection date: 13 January 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Due to the COVID-19 pandemic, parents are no longer able to enter the nursery and so leave their children with a member of staff at the entrance door. This helps to reduce the risk of infection. Children have adapted well to this routine and enter happily. Children demonstrate they feel safe and secure in the nursery. They develop strong bonds with the staff, who they go to for cuddles and reassurance.

Children develop independence skills. For example, they serve themselves at lunchtime and help to tidy up afterwards. Babies learn to feed themselves. Children enjoy nutritious, home-cooked meals, which helps to support them to make healthy choices. Children behave well towards each other. They use good manners. Children are provided with plenty of opportunities to be physically active, indoors and outside.

Children's communication skills are supported well, overall. Younger children join in with familiar songs and rhymes and older children share their ideas and talk about their experiences. Younger children listen to a story about farm animals and enthusiastically try to make the sounds of them. However, at lunchtimes in the 'Mr Bump's' room, children who do not sleep are constantly told to keep quiet, rather than being engaged in well-planned, meaningful activities.

What does the early years setting do well and what does it need to do better?

- An incident had previously occurred in the nursery where a child was given food they are allergic to. The provider has taken swift action and effective and robust systems are now in place, to ensure that another incident of this nature does not occur.
- Staff manage behaviour consistently and children behave well, share and take turns. Staff respond promptly to babies' physical and emotional needs to ensure they remain comfortable and content.
- There are two separate rooms for the oldest children. In one of these rooms, not all staff plan activities that link closely to each child's learning needs. Assessments of children's learning are not used effectively in the planning process. This means that children are not always making the progress they are capable of, including the most vulnerable and children with special educational needs and/or disabilities. Some children wander around when they become bored because some planned activities do not hold their interest. This does not support children to develop a positive attitude towards their learning.
- Babies confidently crawl around their environment, exploring the variety of resources on offer. They enjoy the freedom they have to develop their curiosity and develop a can-do attitude to their learning. For example, babies who have recently become mobile try to climb up a ramp. They work out that they need to

hold on with their hands before moving their legs. Babies continue to practise these movements, beaming with delight each time they move higher up the slope. Children join in the actions as they sing nursery rhymes and use simple words to talk to adults and each other. Baby room staff know their individual children well and talk about them with interest and affection.

- The oldest children, based in the other room named the 'Mr Messy's' room, demonstrate a positive attitude to learning and develop the attitudes and skills they need for their move on to school. They are active, enthusiastic learners, who are challenged in their learning and development. Staff ask questions that promote children's thinking skills, make links to their prior learning and develop their language skills. Children enjoy being creative as they make a shape person using different cut out shapes that link to what they have been taught. Outside, staff help children search for rectangle shapes in the frosty spider's web. Staff support children's learning of letters and sounds through fun games and story sessions.
- Staff do not share enough detailed information about children's learning to enable parents to continue their children's learning at home.
- Not all children are achieving to their full potential as the nursery management are not currently monitoring the ineffective assessment and planning processes.
- The manager does not provide regular supervision of staff to identify their professional development needs, to help staff to strengthen their skills and provide consistently good teaching for all children.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a secure knowledge of safeguarding. They know the possible signs and symptoms of abuse and neglect. They are aware of the signs that may indicate that children are at risk of extremist views. They know when and where to report any concerns they may have about a child in their care.

Management have robust recruitment procedures in place to help ensure that staff working with children are suitable to do so. Staff supervise children closely at all times. Children learn to keep themselves safe. For example, they know they have to take care when using scissors.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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<p>implement appropriate supervision for staff to ensure that they consistently provide challenging activities which extend learning for older children, including the most vulnerable and those with special educational needs and/or disabilities</p>	<p>30/04/2022</p>
<p>ensure planning is sharply focused on children's next stage of learning, so that they are supported to make even better progress.</p>	<p>30/04/2022</p>

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

- share enough detailed information with parents about their children's learning to enable them to continue their children's learning at home
- review the arrangements during lunchtimes for children who do not sleep, so that they are engaged in meaningful play.

Setting details

Unique reference number	2558048
Local authority	Staffordshire
Inspection number	10215822
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 at time of inspection	0 to 4
Total number of places	105
Number of children on roll	145
Name of registered person	Sandhills Limited
Registered person unique reference number	RP525837
Telephone number	
Date of previous inspection	Not applicable

Information about this early years setting

Sandhills Day Nursery Wolverhampton registered in 2019. The nursery employs 40 members of childcare staff. Of these, 36 hold appropriate early years qualifications at level 2 to level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Karen Laycock
Jacqueline Coomer

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspectors completed a learning walk to understand how the setting operates and how the curriculum is organised. The manager and the lead inspector carried out a joint evaluation of an activity together.
- The inspectors observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspectors held discussions with the area manager, manager, deputy manager and staff throughout the inspection. They looked at relevant documentation, including qualifications and first-aid certificates, and checked evidence of the suitability of those working with children.
- The inspectors took account of parents spoken to on the day. They also spoke to children about their experiences in the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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