

# Inspection of Sandhills Day Nursery Heath Mill

Heath Mill House, Heath Mill Road, Wombourne, Wolverhampton, Staffordshire  
WV5 8AP

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Inspection date: 21 March 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enter the nursery happily and are greeted warmly by the friendly staff. Staff engage them in lively conversation which makes them feel welcome and valued. Children are eager and confident and show high levels of self-esteem. For example, they talk with pride about the work they have created. Babies beam with delight, as they successfully place blocks to make a small tower, obviously pleased with their achievements.

Children demonstrate good behaviour. They are kind and considerate. They consistently use good manners, such as saying 'please' and 'thank you', without reminders. Children enjoy taking responsibility for small tasks, such as pouring their drinks and serving their own lunch. They develop lifelong skills, such as managing their personal care. Through routines and discussions, they learn about the benefits of healthy lifestyles. They engage in regular physical exercise indoors and outside.

Children strengthen the small muscles they need for later skills, such as controlling a pencil. For example, children manipulate clay and thread beads. Younger children develop their hand-to-eye coordination skills as they move small objects from one container to another. All children, including those with special educational needs and/or disabilities, are enthusiastic and motivated and develop a positive attitude towards learning. They persevere with tasks and develop a can-do attitude.

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

- Staff have high expectations of children's behaviour. They implement clear and consistent rules and boundaries that help children to learn right from wrong. Children behave well.
- Staff understand how children learn and develop. They make regular observations of children's learning and accurate assessments of what they need to learn next. Staff recognise the impact that the COVID-19 pandemic has had on children. They have adjusted the curriculum, to focus on areas where more support is needed, such as children's confidence.
- Staff provide a wide variety of interesting activities and experiences that link to children's interests and learning needs. Teaching is good. Consequently, children make good progress from their starting points. They learn essential skills and attitudes that prepare them for their future learning.
- Staff provide opportunities for children to develop their understanding of mathematics. Younger children learn to count as they join in number songs, older children learn to match quantity to number as they thread cereal hoops onto spaghetti strands. Children build a long line with magnetic shapes. Staff extend their learning as they encourage them to lie down to be measured

against it. Children have great fun as they compare their different 'lengths'.

- Staff working with babies and young children ensure they receive the support and attention they need. They respond quickly when babies are hungry, tired or just want a cuddle. They organise the environment to promote babies' developing mobility. However, they do not consistently encourage children to only use their dummies when they are upset or resting. Furthermore, they do not share with parents the impact dummies can have on younger children's communication and language development.
- Overall, communication and language are promoted well throughout the nursery. Children enjoy music, dance and singing sessions. They are animated as they listen to their favourite stories. Staff use their good questioning skills to encourage older children to discuss stories, predict endings and give their ideas and opinions. However, sometimes, less confident children can be overshadowed by their more self-assured peers and so do not always get the opportunity to fully engage in group activities.
- Children enjoy healthy and nutritious meals cooked on site. They have plenty of opportunities for outside play, where they run, climb and play chasing games.
- The manager involves parents, staff and children in her evaluation of the nursery. For example, she seeks parents' views and acts on their preferences for methods of communication during the pandemic. She has a good knowledge of the strengths and weaknesses of the service they offer and uses this information to focus on areas for improvement.
- Parents speak highly of the nursery. They say their children look forward to attending and make good progress, particularly in their confidence. Staff share plenty of information about the progress children make during their time in the nursery.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a broad knowledge and understanding of safeguarding. They know the signs and symptoms of abuse and neglect. Staff know when and where to report any concerns they may have about a child's welfare. They know the procedure to follow in the event of a concern about a member of staff. Children are supervised well at all times. Accidents are reported and parents informed. Ratios are maintained as required. Children learn to keep themselves safe. For example, they know they must tidy their toys so that they do not trip and hurt themselves or others.

## What does the setting need to do to improve?

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

- support children to only use their dummies at appropriate times during the day

- consistently support quieter, less confident children to engage in group activities to further enhance their learning.

## Setting details

<b>Unique reference number</b>	2558047
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10215821
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	71
<b>Number of children on roll</b>	104
<b>Name of registered person</b>	Sandhills Limited
<b>Registered person unique reference number</b>	RP525837
<b>Telephone number</b>	07723091776
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Sandhills Day Nursery Heath Mill registered in 2019. The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 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

### Inspector

Karen Laycock

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk and told her what they wanted the children to learn at the nursery. The manager and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the manager, area manager and Quality and Training Adviser, as well as staff throughout the inspection. She looked at relevant documentation, including qualifications and first-aid certificates, and checked evidence of the suitability of those working with children.
- The inspector took account of the views of parents spoken to on the day. She 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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