

# Inspection of Sandford Preschool

14 Blundellsands Road West, Blundellsands, Liverpool, Lancashire L23 6TF

---

Inspection date: 6 May 2022

<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 feel safe and secure in this nurturing and caring pre-school. They develop their physical skills outdoors by climbing on trees and swinging from its branches. They build their confidence and self-esteem as they push themselves a little higher each time. Children are kind and considerate as they wait to take their turns. Children act out their favourite storybooks and use blocks to build a bridge for the 'Billy Goats'. These opportunities develop their creative and imaginative play.

Children are focused on their play and show high levels of involvement. They follow their own interests and create a dinosaur world. Children gather pieces of bark and shrubs from the natural environment. This supports their understanding of the natural world around them. They recall previous learning as they talk about the land being from thousands of years ago. Their play is rich in language, supporting their communication skills.

Staff develop strong bonds with children, who are happy in their care. Children's behaviour is excellent, as staff have high expectations of them. They anticipate the routine and follow cues such as music for tidy-up time. Children put the toys away and offer praise to each other for good tidying. They are learning to be respectful of each other and to value others.

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

- Leaders have a clear vision for the pre-school and areas for development. A recent review of children's progress has identified that mathematics was not being met as expected. As a result, the staff team have reviewed their practice. They have recently introduced new ways to incorporate mathematics into each of the areas of the environment.
- The curriculum is rich and varied. Adults often find opportunities to extend children's learning. For example, a recent tidying of the herb garden resulted in digging up a 'weed', which turned out to be a sprouting conker. This became an opportunity for children to learn about the natural world and how trees grow. They replanted the conker in its own container and now watch it grow.
- The pre-school staff work closely with other professionals to support children with special educational needs and/or disabilities. Practitioners are presently learning Makaton to support children with speech and language delay. This is having a positive impact on children's communication. Children with limited mobility can access all areas of the provision, including the garden area which has been adapted for wheelchair access. This ensures that children can reach their full potential, both indoors and out.
- Children are encouraged to take risks, to develop their confidence and resilience. Rules and expectations are in place to help keep children safe. For example,

children can ride bikes down the slope but are expected to slow down at a certain point to avoid bumping into anything. However, staff do not consistently remind children of this rule. This results in children forgetting to slow down and, occasionally, bumping into the gate at the end of the slope.

- Children are taught how to respect and value each other. They make 'promises' on positive behaviour and reward each other as well as staff. For example, children put each other on the promise board for good listening after an activity. The member of staff is also added for kind words. This is supporting children to celebrate other people's achievements as well as their own.
- The routine is structured and consistent. Children anticipate what is happening next. For example, they take themselves to the carpet area after they have finished tidying up. They know that they need to get ready for group time. This supports their independence and confidence.
- Transition is important to the setting. Home visits had to stop during the COVID-19 pandemic and have not yet recommenced. During the holidays, children and parents visit the pre-school and meet the staff. The pre-school introduced teddies who visit children at home. Parents state that their children enjoyed having the teddy and looking at the picture book of the teddy at pre-school. This supported children to learn about the environment and staff names. This had a positive impact on children settling quickly.

## Safeguarding

The arrangements for safeguarding are effective.

The pre-school is in a well-maintained, safe and secure environment. Leaders understand the importance of ensuring all staff know how to keep children safe. Training is kept up to date and new safeguarding information is shared regularly. Staff demonstrate a secure understanding of the procedures to keep all children safe from harm. This includes a secure awareness of the possible signs and symptoms of abuse and if a child is at risk of radicalisation or other safeguarding risks. Staff also understand whistle-blowing procedures and what to do if a child is at risk of harm.

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

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

- embed further the rules and boundaries in place for children taking risks within their play, to help strengthen children's own risk assessments.

## Setting details

<b>Unique reference number</b>	2503869
<b>Local authority</b>	Sefton
<b>Inspection number</b>	10214957
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Sandford Preschool CIC
<b>Registered person unique reference number</b>	2503868
<b>Telephone number</b>	01519244769
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Sandford Preschool opened in 1966 and re-registered in 2019. The pre-school employs six members of childcare staff, including two managers. Of these, all hold appropriate early years qualifications, including two with level 6 and one 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.

## Information about this inspection

### Inspector

Jenny Burgeen

## 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 provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the interactions between the staff and children.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to staff at appropriate times during the inspection and took into account their views.
- The experiences for children were tracked during the inspection.
- The manager and inspector completed a joint observation.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022