

Inspection of Sandhills Day Nursery (Barnt Green)

42 Sandhills Road, Barnt Green, Birmingham, West Midlands B45 8NR

Inspection date: 8 June 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and eager to start their day. They are welcomed by friendly staff who offer comfort when needed. Children are keen to explore the range of activities on offer, including checking in on the caterpillars which are now starting to come out of their cocoons. Children are excited to see that a butterfly has emerged, telling staff members what has happened. Staff are enthusiastic and continue to develop children's knowledge on this. They introduce new language and ask the children what they must do next to ensure they can care for the butterfly. This helps children to understand how to care for living things.

All children are encouraged to be independent in the setting and show a positive attitude towards this. Younger children help by putting their bowls away after snack, while pre-school children self-serve lunch, showing respect and care for others throughout. Staff know the children incredibly well and solid relationships are formed with parents. This helps to ensure all children are included, with daily activities based around the children's interests. Staff are aware of how to develop activities to meet the needs of children throughout the setting.

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

- Children are encouraged to learn about the world around them; they discuss sea animals and what can be found in the ocean. Children lead the conversation on to plastic being found in the ocean and 'hurting animals' and what they can do in their daily life to reduce this. They are aware of recycling and the materials that we can and cannot recycle. They also help to put their own rubbish in the recycling, giving them a sense of pride for the world that they live in.
- Staff encourage all children to be involved in all activities. However, staff do not adapt the organisation of activities to allow all children to access the areas of interest. Some children do not engage in the experience and move.
- Staff have high expectations for children's behaviour and attitudes. Children show respect, empathy and care towards staff and peers. Children learn what is expected of them with 'class rules' being discussed before group activities. Children show curiosity in activities. They recap class rules and, when asked, children put their hand up to speak and wait for their name to be said.
- Staff are good role models. They model language well and encourage children to be sociable at mealtimes. They use this time to form group discussions. For example, they talk about their morning, the activities they wish to do and their home life. This provides children with opportunities to express their feelings and emotions as they talk about their own experiences and what is important to them.
- Pre-school children are aware of safety and risks within the environment. They work as a team, communicating with one another, and use tyres and wooden

planks to build their own bridges in their outside space. Children check the wood is secure, looking at the lengths of the pieces and the space they need to connect together. Children then walk on the planks, from tyre to tyre, putting their arms out for balance and making sure they arrive safely at their destination.

- Staff feel supported by leaders and managers, who offer regular supervision meetings. They reflect on their practice and discuss any developmental needs they feel could help improve individual practice. However, leaders have not identified the need for staff to develop greater understanding and skills in their teaching to help them enhance learning opportunities for all children.
- Staff implement a curriculum that follows children's interests. They gather information from parents through daily discussions and use this to plan activities to meet the needs of all children. They complete observations and assessments on children which are shared through their online system. Parents feel they have up-to-date knowledge on their child's learning. Parents are very happy with the feedback they receive and believe staff go 'above and beyond' to support their children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers are fully aware of their roles as designated safeguarding leads. Staff have good understanding of the different types of abuse and how to recognise signs of harm. They know how to report any concerns they may have regarding children or staff and the processes to follow to involve other agencies without delay. Staff are also spoken to about safeguarding in their regular supervision meetings. These procedures help to support children's safety and welfare. Staff carry out risk assessments, making sure the nursery is safe and secure for children to play. They assess each area and take necessary steps to reduce any potential risks to children.

What does the setting need to do to improve?

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

- focus continued professional development more precisely to help raise the quality of teaching to the highest level
- review and adapt the organisation of the environment to help promote children's engagement in activities.

Setting details

Unique reference number	EY314402
Local authority	Worcestershire
Inspection number	10234963
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	46
Number of children on roll	59
Name of registered person	Sandhills Limited
Registered person unique reference number	RP525837
Telephone number	0121 445 1235
Date of previous inspection	5 September 2016

Information about this early years setting

Sandhills Day Nursery registered in 2005 and is based in Barnt Green, Birmingham. The setting employs thirteen members of staff. Of these, two hold a qualification at level 5, seven hold a qualification at level 3, one holds a qualification at level 2 and three are unqualified. The setting opens Monday to Friday from 7.30am to 6pm, except for bank holidays. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Freya Marskell

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working 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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