

Inspection of Sandhills Day Nursery Wombourne

Yew Tree Court, Maypole Street, Wombourne, WOLVERHAMPTON, Staffordshire
WV5 9JB

Inspection date: 9 June 2022

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

What is it like to attend this early years setting?

The provision is good

Children receive good-quality education at this warm and friendly nursery. They settle quickly and form strong bonds with the staff and with each other. They are caring towards their friends, take turns and share well. Staff build trusting relationships with children. Children approach them for comfort, reassurance or to share their ideas. Staff use praise effectively, which helps to boost children's self-esteem. Children are eager to join in and they enjoy the staff's positive involvement with them as they play. This positive interaction with staff contributes to children's learning. Children thoroughly enjoy taking part in the wide range of activities planned around their interests.

Children develop a love of books and reading. They draw on their previous learning to retell stories. Staff play alongside children and support their early communication and language skills well. They sing action songs together and children enjoy joining in. Children respond well to the good expectations staff have for their learning. For example, children recognise shapes confidently in their play and count the blocks used in their towers. Older children engage for long periods in stimulating activities. Staff carefully consider how they can plan activities that support children in achieving their next steps. This means that children are well prepared for the next stage on their learning journey, including school.

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

- The ambitious and dedicated leaders have a clear vision for the nursery. They provide a broad curriculum designed to prepare children for school. Staff use their assessments of children's development and understanding of their interests to encourage good progress.
- Staff confidently explain the progress their key children make and what their next steps are. They plan successfully, and monitor children's progress well, to help them achieve these steps. Staff quickly identify any gaps in children's learning and provide effective support to help children catch up. This leads to children making good progress from their individual starting points.
- Staff teach children to be independent. Children freely access the resources they wish to use, which helps to build their confidence and self-esteem. Children serve their lunch and clear their plates away when finished. They use cutlery well to feed themselves at mealtimes. Children learn to wash their hands regularly, and they talk about cleaning their teeth.
- Books and stories are a big part of children's experience. Staff read stories throughout the day and children delight in joining in with repeated rhymes and familiar tales. Staff use books to support children's language development and to introduce new words, themes and ideas for children to discuss further. Staff ask open-ended questions, but sometimes they do not give children enough time to

think and respond to them.

- Children develop their physical skills well. They enjoy being active in the fresh air. They climb up the small slide and have fun as they play outside. Children learn about healthy eating as they grow their own vegetables. They focus well on making marks, pressing play dough and manipulating small objects during various activities. This supports children to strengthen the small muscles in their hands and prepares them for learning to write. However, on occasion, staff do not provide enough opportunities for all children to consolidate their knowledge of sounds and letters before moving on.
- The manager and staff support children with special educational needs and/or disabilities to make good progress. They work well with external agencies and use the strategies recommended by them to support these children.
- Effective partnerships with parents enable staff to meet children's needs successfully. Parents talk positively about the support given to prepare children for their move to school and the strong relationships children form with familiar adults. Staff keep parents well informed about their children's progress and their daily routines to ensure there is consistency in children's care and learning.
- The manager has built a positive atmosphere for staff's well-being. She supports staff well to develop their skills with regular observations of practice and monthly meetings. There are systems in place to monitor, supervise and train staff to support their ongoing professional development.

Safeguarding

The arrangements for safeguarding are effective.

Staff clearly understand their role in safeguarding children. They have a good knowledge of the indicators of abuse and the procedure to follow should they have a concern. Staff understand the importance of recording injuries, whether these occurred at nursery or home. They attend regular training to ensure their safeguarding knowledge is kept up to date. Staff are knowledgeable about a wide range of safeguarding issues that may have an impact on children's welfare. The manager understands the importance of prompt referrals to other agencies. Leaders implement rigorous recruitment processes to ensure that staff are suitable to work with the children.

What does the setting need to do to improve?

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

- use consistent and effective questioning techniques to give children enough time to think and respond to questions, in order to maximise their learning
- strengthen opportunities for older children to link sounds and letters, to further enhance their good literacy skills.

Setting details

Unique reference number	2558046
Local authority	Staffordshire
Inspection number	10215820
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	91
Number of children on roll	137
Name of registered person	Sandhills Limited
Registered person unique reference number	RP525837
Telephone number	01902326500
Date of previous inspection	Not applicable

Information about this early years setting

Sandhills Day Nursery Wombourne registered in 2019. The nursery employs 24 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, two hold qualifications at level 5, and 17 hold qualifications at level 3. The nursery opens from Monday to Friday, all year round, except for one week at Christmas and bank holidays. 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

Jacqueline Coomer

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 and the nursery manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- A joint observation of a teaching activity was carried out by the inspector and the nursery manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of relevant records and documents, including evidence of staff's suitability and training.
- A meeting was held between the inspector and the nursery manager.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022