

# Inspection of Sandhills Day Nursery

Boston West Business Park, Sleaford Road, Boston, Lincolnshire PE21 8EG

---

Inspection date: 5 July 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 are curious and eager learners. They explore the natural world through tending to the flowers they have planted in the garden. Staff teach children about the life cycle of plants, as they encourage children to plant seeds, nurture them and watch them grow. Younger children love exploring the soil that has been prepared for growing vegetables. They develop their imaginations as they use trucks to transport the soil around the garden. They hear new language as staff encourage them to 'scoop' the soil with their diggers.

Older children's learning is extended further, while still enjoying the gardening focus. They work with staff to follow a set of written instructions to make mud pies. Children are challenged by staff to find some mint from a selection of herbs. They hear the repeated 'M' sound and then successfully find the matching letter to name the mint. Some children remember what they have previously learned and identify the mint by sight. Children add to their vocabulary as they repeat the word 'coriander'. They develop their dexterity as they safely use scissors to snip the herbs and add them to their pies. Finally, they add water. Staff use this opportunity to teach children about quantity and help children to develop their mathematical knowledge. Children are given a marked jug to use; they are encouraged to carefully fill it and identify when it is half-full.

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

- The management team recognises the diverse community in which the setting is situated. It works effectively with relevant organisations to meet the different needs that children and families have. Staff make links with translation services to communicate with families who do not speak English. They work closely with the appropriate services to support families who need additional help. This means that all children can access the early education that they are entitled to.
- Children with special educational needs and/or disabilities (SEND) are progressing well in their learning and development. Parents say that their children with SEND have access to community provisions and the services they need because they attend the nursery. Staff tailor the curriculum to ensure children with SEND are able to participate alongside their peers. Staff sometimes need support to do this with confidence. However, the management team has introduced effective strategies to support the development of less-confident staff's practice.
- Managers have considered what they can do to offer a broad range of experiences to children. They explain they want children to move forward in their education and beyond with an enriched set of skills and knowledge. Staff ensure children are supported to participate in new activities using additional funding. For example, children enjoy joining in with ballet lessons and some

additional sports coaching.

- The management team has a clear vision for what they want children to learn. Overall, staff use effective teaching methods. However, at times, staff lack the knowledge and refinement that they need to make all learning experiences as purposeful as they could be for children. This is notable during routine activities, such as lunchtime and some general play activities. During these times, children's learning and development are not extended as much as they could be.
- Staff are alert to children's changing care needs throughout the day and respond quickly when children need comfort or reassurance. However, at times, children's individual key persons are not always at the forefront of the care being given. For example, some children become unsettled when a less-familiar member of staff changes their nappy.
- Staff use encouraging strategies to shape children's positive behaviour. They work in close partnership with parents so that strategies are tailored to children's individual needs and are consistent with what they are learning at home. Children are motivated to make a positive contribution as they are rewarded with tokens. This helps them to develop a sense of achievement and learn to behave well.

## Safeguarding

The arrangements for safeguarding are effective.

The management team and staff are aware of their safeguarding responsibilities. They recognise signs which may suggest a child is at risk of harm. Staff know what to do if they have a concern, including in relation to the conduct of their colleagues. Staff's suitability to fulfil their role is determined through recruitment checks and ongoing supervision from management. Staff have completed paediatric first-aid training so they can respond correctly if a child has an accident. Staff risk assess the play environment and the resources that children use, to ensure all children remain safe.

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

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

- continue to mentor and coach staff so that they build confidence and can fulfil their roles with increased ability
- strengthen staff's knowledge regarding what they want children to learn from routine daily activities and how they can provide further support, particularly during lunchtime routines
- refine the key-person system so that it is fully effective in meeting children's individual care needs.

## Setting details

<b>Unique reference number</b>	2558045
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10205540
<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 5
<b>Total number of places</b>	98
<b>Number of children on roll</b>	152
<b>Name of registered person</b>	Sandhills Limited
<b>Registered person unique reference number</b>	RP525837
<b>Telephone number</b>	01205359516
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Sandhills Day Nursery registered in 2019. The nursery employs 20 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 or above. 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

Charlotte Whalley

## 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 provision.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children confidently communicated with the inspector during the inspection.
- 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 and the manager carried out a joint observation of a small group activity.
- The inspector spoke to five parents during the inspection and took account of their views.
- The inspector spoke to staff at appropriate times throughout the inspection.
- 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.

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