

Inspection of Sandy Bears Nursery and Pre School

The Old School House, 1 High Street, Tattenhall, Cheshire CH3 9PX

Inspection date: 13 July 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children happily wave to their parents as they enter the setting, eager to greet friends and play. Babies put their arms out to their key person before they quickly settle into activities. Children develop strong bonds with the welcoming and nurturing staff. Children are motivated to learn and make good progress.

Managers create an environment to support children to be curious and independent learners. The organised curriculum, resources and environment allow children to choose a wide range of activities. Children splash through the puddle they have made with the hosepipe, then watch their footprints dry up in the sun. They work together and show resilience as they transport a large bucket of water to a hole they have created. They are delighted to watch the water disappear down the hole and recall previous learning which they excitedly share with staff. There are many opportunities for children to develop their large-motor skills as they climb up and over play equipment and crawl through tunnels. They turn take well as older children say, 'your turn next'. They are developing friendships. Children generally use good manners. Younger children and those with limited vocabulary are encouraged to use sign to say please and thank you. Staff consistently model positive behaviour to children who develop good social skills.

Expectations for children are high, including children with special educational needs and/or disabilities. Children's play is supported by knowledgeable staff who expertly thread learning into activities. For example, babies exploring flour are encouraged to stand in the tray and feel the texture under their feet and as it sprinkles over them. They are learning new words and communication skills.

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

- Managers have high ambitions for staff and children and monitor provision well. For example, they adapt the learning environment following observation of the current cohort. This makes learning relevant, and children make good progress.
- The key-person system is well embedded and staff have a good knowledge of children's development and their next steps. Experiences for children are targeted and well sequenced. Staff skilfully interact. They quickly identify any additional needs, and support is put in place. This means all children make good progress.
- The setting has a clear focus on emotional well-being. Children are sensitively supported as staff talk about emotions. For example, stories are used to help children identify with feelings, such as being happy, sad, and angry. This helps children acknowledge their emotions and supports them to regulate their behaviour.
- The daily routine is generally well planned, with free play, and child-lead and

adult-focussed activities. However, during some transitions, the routine is less organised, such as when preparing for lunch. On these occasions, some children lose focus and behave less well. Learning is less effective at these times.

- Children have ample opportunity to test and try out. For example, children use sand and water to make 'cement'. They experiment to see what consistency of mixtures holds the bricks together well. These activities help children to develop resilience and a sense of achievement.
- The setting has strong partnerships with outside agencies and parents. Support offered to children is well coordinated. For example, transitions to school are extremely well planned. This helps children feel secure and ready to learn.
- All children enjoy frequent opportunities to share stories and sing. Babies smile and giggle as they copy actions to songs and use instruments. They are developing language and are engaging in activities, forming bonds with adults.
- Parents share that their children are happy and safe at the setting. They say the setting 'exceeds expectations.' Communication is good. For example, steps to toilet training are discussed so both parents and the setting are consistent in their approach.
- Additional hygiene measures have been put in place following COVID-19 and, overall, hygiene is generally good. However, on occasion, hygiene procedures are not followed, and staff do not hand wash following wiping children's noses. This poses a risk of cross infection.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of their roles and responsibilities to protect children from harm. They access regular safeguarding training and have knowledge of the signs and symptoms of abuse and what they should do if they have concerns about a child's welfare. Staff are clear about the procedures for whistle-blowing, if necessary. The manager and staff make sure the premises are secure so that children can not leave unsupervised. The managers follows the correct safe recruitment procedures to ensure all staff are suitable to work with children. Managers offer a comprehensive induction to new staff, which includes safeguarding information.

What does the setting need to do to improve?

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

- focus more on the organisation of routine transition times so children remain fully engaged and prepared for the transition
- review hygiene routines so they are consistently adhered to and hygiene standards are of the highest quality.

Setting details

Unique reference number	EY443265
Local authority	Cheshire West and Chester
Inspection number	10235689
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	1 to 4
Total number of places	48
Number of children on roll	68
Name of registered person	Sandy Bears Nursery & Pre-School Ltd
Registered person unique reference number	RP902448
Telephone number	01829 770 889
Date of previous inspection	14 September 2016

Information about this early years setting

Sandy Bears Nursery and Pre School registered in 2012. There are 14 members of staff working directly with the children. Of these, two hold early years teacher status and nine have a qualification at level 3 or above. The nursery is open all year round, from 7.30am to 6pm, Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also offers an out-of-school and holiday-club provision for children aged between five and 11 years, which operates Monday to Friday, from 3pm to 6pm, and during school holidays, from 7.30am to 6pm.

Information about this inspection

Inspector
Lynn Richards

Inspection activities

- This was the first routine inspection the nursery received since the COVID– 19 pandemic began. The inspector discussed the impact of the pandemic with the manager and noted that the setting remained open during the pandemic to enable services to carry on for key workers.
- The inspector observed an activity and evaluated this with one of the managers.
- The inspector spoke to the managers, staff, parents and children at appropriate times during the inspection.
- The manager conducted a learning walk and discussed with the inspector about how the provision is organised, how the curriculum is planned and delivered, and what children learn from this.
- The inspector observed children, indoors and outdoors, paying attention to how effective the curriculum is for children's learning.
- The inspector viewed some documentation, including training certificates and Disclosure and Barring information.

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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