

Inspection of Childcare@sandal

255 Barnsley Road, Wakefield, West Yorkshire WF1 5NU

Inspection date:

27 November 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children come into the nursery happily and are keen to join their friends. Overall, they settle well and soon develop secure bonds with their key person. In the main, staff in the baby room are attentive to children's care needs. Babies' routines reflect those they enjoy at home. For instance, children sleep when they need to in cosy cots. Parents are positive about the care their children receive.

Children are developing secure friendships. They learn to share, take turns, and be kind. In general, behaviour is managed well by staff. Children are beginning to understand and manage their emotions and to recognise the impact their behaviour has on others. Children learn to be respectful towards staff and to use good manners.

In the main, children are learning to listen and follow instructions. Pre-school children develop their independence in personal care routines, which prepares them for their eventual move to school. Children enjoy home-cooked, healthy meals prepared by the nursery cook. They play outdoors in the fresh air every day. Toddlers enjoy playing with water. They develop their physical skills and spatial awareness while using ride-on toys such as balance bikes.

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

- Staff are affectionate and caring towards children. They comfort children, such as cuddling them when they are tired. Babies who are settled and confident play quietly, exploring stacking rings, for example, or musical instruments. When staff sit with them, they encourage children to share and take turns. This helps the youngest children to build relationships. However, good hygiene is not always promoted in the baby room. At times, babies crawl where people have walked in outdoor shoes, and their dummies trail on the floor. In addition, staff are not always vigilant to ensure that babies do not drink from each other's water bottles.
- Not enough information is shared between key persons to ensure that children's learning is tailored to their individual needs when their key person is absent from the setting. Leaders do not design a curriculum that is coherently planned and sequenced for the different age groups of children. They do not fully consider children's interests or what they already know and can do. In addition, staff do not consistently engage or challenge children. This means children are not always stimulated and motivated to learn more. They sometimes wander, with little focus for their play. As a result, they do not make the best possible progress.
- Babies and toddlers develop their communication and language skills when they sing familiar rhymes. Staff show toddlers how to use quiet and loud voices. They

listen to children and talk to them about their home lives. Experienced staff read stories that are engaging and stimulating. They pause frequently so that children can share their knowledge of what happens next. Staff also support children's early counting and show them how to use their fingers to represent numbers.

- Staff promote children's independence in personal care routines, such as handwashing. Pre-school children hang up their coats and bags when they come into the setting. Staff encourage them to use a knife and fork when eating, and children clear away their plates after lunch. These activities help to prepare children for the routines they will experience in school. Children who are settled and confident in the nursery initiate play with their friends, engage in role play and enjoy conversations together. In general, they demonstrate an age-appropriate level of personal, social, and emotional development and communication and language skills. However, leaders do not organise all daily routines in the pre-school room well. For example, children waited too long for their lunch without any activities to engage them. Some children began to demonstrate unwanted behaviour.
- Leaders have evaluated staff practice and are aware of areas that need to improve. They are working with the local authority to develop action plans to raise the quality of education. However, training, coaching and support for staff are not targeted well enough to ensure practice improves quickly, including for those staff in lead roles.

Safeguarding

The arrangements for safeguarding are effective.

Leaders implement recruitment procedures effectively to check that staff are suitable to work with children. Staff ensure that the premises is secure. They supervise children adequately to keep them safe. They understand the possible risks to children in the community. Staff have a suitable knowledge of the signs that indicate a child might be at risk of harm or abuse. They know the procedures to follow if they are concerned about a child or an adult. Staff have a suitable understanding of child protection issues, such as county lines and the impact of substance abuse.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
make sure that staff promote good hygiene consistently in the baby room to minimise the spread of infection and ensure the good health of babies	26/12/2023

improve the organisation of daily routines in the pre-school room so that children are engaged and are not kept waiting too long	26/12/2023
develop a coherently planned and sequenced curriculum that helps children build on what they already know and can do, and provide play and learning opportunities that engage, challenge, and stimulate children so that they are keen and motivated to learn more	26/02/2024
ensure practitioners implement the curriculum effectively, considering children's next steps, responding to children's emerging interests, and guiding their learning and development through warm, positive interactions	26/02/2024
improve key-person arrangements so that enough information is shared between key persons to make sure that children's play and learning are tailored to their individual needs when their key person is absent from the setting	26/02/2024
use the information gathered through the evaluation of staff practice to develop a programme of training, coaching and support for all staff that is targeted to their individual needs and drives rapid improvement so that children always experience high-quality care and learning.	26/02/2024

Setting details

Unique reference number	EY477043
Local authority	Wakefield
Inspection number	10310879
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	49
Number of children on roll	55
Name of registered person	St George's Lupset Ltd
Registered person unique reference number	RP905808
Telephone number	01924 330269
Date of previous inspection	21 February 2018

Information about this early years setting

Childcare@sandle re-registered in 2014. The nursery opens Monday to Friday, from 8am until 6pm, all year round, except for bank holidays and a week at Christmas. There are currently 15 staff working directly with the children, eight of whom hold appropriate early years qualifications at level 2 and above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the area manager and provider and has taken that into account in their evaluation.
- The acting manager and the inspector completed a learning walk together. They discussed how staff organise different aspects of learning.
- Children spoke to the inspector about activities they enjoy when they attend the setting.
- The inspector considered parents' feedback and discussed working with different families with the area manager and provider.
- The inspector carried out a joint observation of an activity with the acting manager.
- The inspector observed staff practice and held discussions with staff members about the work that they do.

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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