

# Inspection of The Sandcastle Nursery

The Sandcastle Nursery, Lane End Road, HIGH WYCOMBE, Buckinghamshire HP12 4JF

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Inspection date: 18 March 2024

**Overall effectiveness** **Good**

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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 are welcomed by friendly staff as they arrive for their day at the nursery. They confidently separate from parents. Staff promote children's well-being effectively. They provide comfort and cuddles if children need reassurance or are upset. Babies happily explore activities planned by staff. They confidently pull themselves into standing positions to reach the activity wall.

Staff have high expectations for children's learning and development. Children make good progress from their starting points. The curriculum successfully supports children's development, preparing them for the next stage of their learning. Knowledge gathered from children's parents supports planning to meet the individual needs of the children.

Children learn about the world around them. They learn to celebrate each others differences. Staff invite parents to visit the nursery to share traditional dress, music and dances from other cultures. Outings to local woods, parks and shops help children to learn about the local community. In the garden, staff have created an allotment area where children plant seeds. Children learn how to nurture the plants and successfully grow vegetables and fruits. Staff then use these in cooking activities where children have the opportunity to make and try new foods.

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

- The dedicated managers have good oversight of the staff and children's needs. They review the curriculum regularly and adapted it to meet the needs of the children attending. Staff are happy and well supported. Regular one-to-one meetings with managers provide opportunities for them to discuss their well-being and training needs.
- Recent staff training for communication and language has led to staff reviewing how this area of learning is implemented. Staff successfully talk to children while they play. They ask children questions about what they are doing, giving them time to think and respond. Activities are planned to support children's communication. For example, children playing a board game listen well to staff and their friends. They successfully wait patiently to take turns in the game and to talk.
- Children's personal, social and emotional development is generally supported well. Younger children show that they know the routine and what is expected of them. For example, they know that at lunch time they wash their hands and then sit at the tables to eat. However, although older children understand the routine, the organisation of lunch times do not meet the needs of all children. For example, while older children prepare for lunch, staff do not recognise when some children struggle with waiting, and at times, some children struggle to

regulate their own behaviour.

- Generally, children behave well and show that they understand what is expected of them. Children play well alongside and with each other. However, on some occasions, inconsistency with managing older children's behaviour leads to them being disruptive. At these times, children's behaviour escalates and can become more challenging. For example, during circle time, some children struggled to sit and listen for long periods of time. As they become restless, they distract other children and this is not consistently challenged by staff.
- Children's physical development is supported through a variety of activities. Children show enjoyment as they run around the outdoor spaces. They excitedly join in with group activities that support them to build on, and develop, new skills. Older children enjoy playing in the mud kitchen. When they are tidying they skilfully use brooms to sweep up any mess.
- Parents appreciate the communication they receive from staff about their child's day and the progress they make. When delays are identified with children's development, staff work with parents and other agencies to help children and families get the help and support they need.
- Children with special educational needs and/or disabilities are supported well. Staff regularly observe, assess and plan to meet children's individual needs. Children with English as an additional language are supported to communicate through pictures and gestures. Staff learn key words from children's home languages to help support their understanding.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- strengthen support for staff to organise the routine more effectively to meet the needs of all children
- support staff to be consistent in their behaviour management strategies, to build on older children's understanding of behaviour expectations.

## Setting details

<b>Unique reference number</b>	EY427490
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10336506
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	126
<b>Name of registered person</b>	Sandcastle Nursery Ltd
<b>Registered person unique reference number</b>	RP902314
<b>Telephone number</b>	01494 474848
<b>Date of previous inspection</b>	9 July 2018

## Information about this early years setting

The Sandcastle Nursery registered in 2011. It is located in High Wycombe, Buckinghamshire. The nursery operates from Monday to Friday throughout the year, with the exception of one week at Christmas and bank holidays. It is open from 7.30am to 6pm. The nursery is in receipt of funding to provide free early education for children aged two, three and four years. There are 30 members of staff, who work directly with the children. Of these, 26 hold relevant childcare qualifications at level 2 or above, including two members of staff who hold early years professional status.

## Information about this inspection

**Inspector**  
Nicky Butler

## 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 nursery and has taken that into account in their evaluation of the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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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