Sandhills Day Nursery Wolverhampton

Unique reference number (URN): 2558048

Address: Springhill Lane, Lower Penn, WOLVERHAMPTON, WV4 4TJ

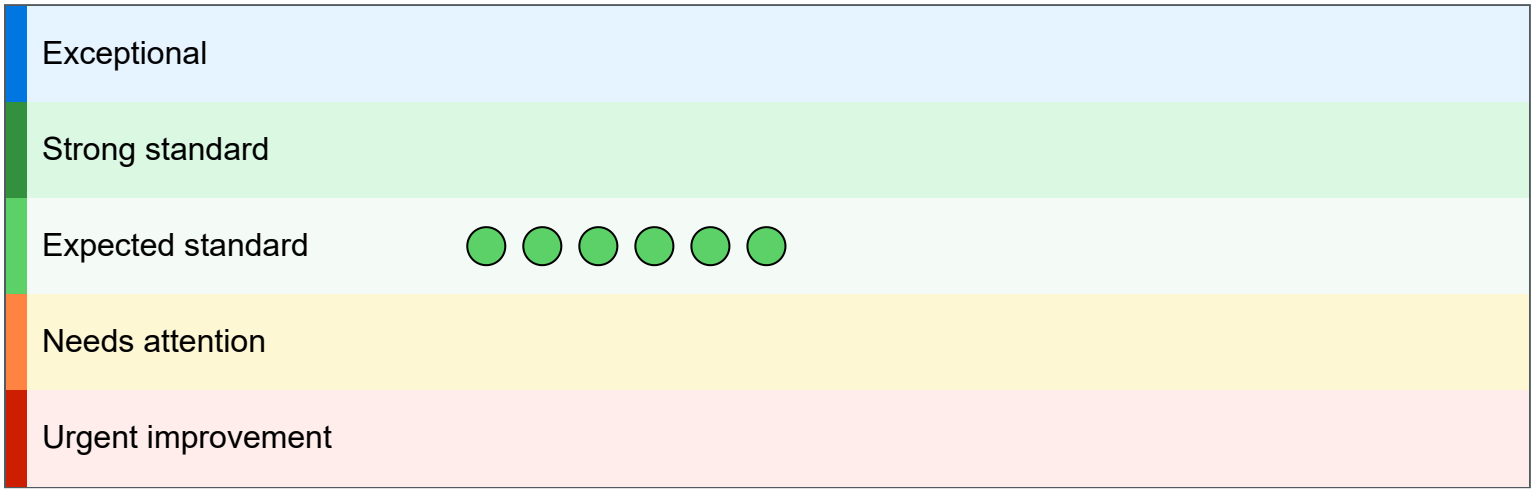
Type: Childcare on non-domestic premises

Registered with Ofsted: 25/09/2019

Registers: EYR, CCR, VCR

Registered person: Sandhills Limited

Inspection report: 20 July 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Children make typical progress from their starting points. They develop their independence and confidence. Babies start to drink from open-top cups, learning to develop this skill early on. By the time children reach preschool, they confidently serve their own food, pour their own drinks and manage toileting with increased competency. This supports children's readiness for school.

Children develop their language skills. They hear sounds, as they learn to babble and progress onto saying simple words. Older children learn to recall parts of familiar stories and make predictions about what might happen next. Regular singing sessions helps children to learn about rhythm and repetition. They sing familiar songs and know what actions to do. Children develop their imagination. They pretend to dress up as doctors and provide care to one another. They act out previous experiences, helping to secure the knowledge they are learning.

Behaviour, attitudes and establishing routines

Expected standard

Staff are kind and nurturing. They provide a calm and relaxing environment for children to learn in. Staff role model kindness and respect that is then learned and copied by the children. Children show care for one another. They sit with their friends when they feel poorly, providing comfort and cuddles. There are clear affectionate relationships between the staff and children. Children seek staff out for comfort, and are given reassurance when they are upset.

Children's behaviour is positive. There are very few occurrences of conflict, even though the nursery is very busy at times. All children learn to show one another respect and follow nursery rules. The calm and comforting nature of staff supports children to understand expectations, promoting their emotional wellbeing. All children develop a sense of belonging. They gain confidence, and are keen to explore the nursery environment, knowing that familiar adults are close by for reassurance. Children show they are familiar with the daily routine and follow this with little prompting. Children with special educational needs and/or disabilities are encouraged to follow similar routines. There are times however, when some parts of the routine, particularly during times of transition feel disorganised. For example, after lunch, staff rush to prepare beds for children before helping them to settle to sleep. Children find it more difficult to remain calm at these times.

Children develop positive attitudes to learning. They are keen to engage, and display confidence as they try new things and persevere when they encounter difficulties. Children learn to play together and develop skills of cooperation. They are busy and occupied throughout the day. Children's regular attendance helps them to understand routines and thrive in the learning environment, helping to create healthy habits for later learning.

Children's welfare and wellbeing

Expected standard

Leaders generally make sure that policies and procedures are followed throughout the nursery to promote children's welfare and wellbeing. Children are assigned a key person who gets to know them and their families well. Children form trusting relationships with all staff, helping them to feel confident during transitions to other rooms. The nursery is home to a couple of pet rabbits. Children learn to care for these and enjoy spending time with them.

The outdoor space is a place where children continue to learn and thrive. Staff ensure children have an abundance of opportunities to run, roll, and climb. The space is calming and peaceful, supporting children's emotional wellbeing and regulation. Children manage their feelings well, supported by staff. Children with special educational needs and/or disabilities learn to use equipment to feel calm and relaxed. This creates a positive learning environment. Children are provided with healthy meals and learn about keeping themselves healthy. Along with physical activity, children learn about nutritious foods through storytelling and conversations at mealtimes. They have chance to grow their own food and recall experiences of food they have picked themselves.

Curriculum and teaching

Expected standard

Leaders have designed a curriculum that is sequenced and builds on children's existing skills. Learning opportunities are provided based on children's interests and their current stage of development. Staff know children well and create suitable next steps for them so that they build on what children know and can do. Children enjoy learning. They engage in play enthusiastically and show that they are motivated to continue their learning. Staff notice when children's interests change and adapt the activities they have planned, to suit them. For example, when children show an interest in books about space craft, staff find resources children can make into rockets. Children enjoy painting a large cardboard box, making it into a rocket ship. They use books alongside to enhance their learning. Children shout '3', '2', '1', 'blast off' as they work on their creation. They recall knowledge they have previously learnt in stories. This helps children to connect ideas and consolidate their learning.

Staff generally interact well with children. They talk to children about the activities they choose to join in with and add further language to children's play. However, there are times when these interactions are inconsistent across the nursery. Some staff prioritise other tasks, or supervise children rather than teach them. Children are happy to engage in independent play at times, but teaching opportunities are not always maximised by staff. Staff understand what children enjoy doing, including those with special educational needs and/or disabilities, and how to capture their attention. However, this is not always implemented in practice, and these children also lack high-quality interactions at times.

Inclusion

Expected standard

Leaders and staff generally identify gaps in children's development quickly. They understand local processes for accessing further support for children. They swiftly put measures in place to obtain the evidence they need so that children are provided with the support they need from external agencies. Leaders and staff have formed close links with their area special

educational needs team, and regularly seek advice from them. This ensures staff implement suitable strategies for children to help them to make progress in their learning.

Leaders and staff have a secure understanding of children's needs. This includes children with special educational needs and/or disabilities and those who face other barriers to their learning, such as those known to social care. They work closely with parents to provide the right support at the earliest opportunity. Learning experiences throughout the nursery are adapted so that all children can take part in the activities on offer. Staff use specific equipment to help regulate children's emotions, so that they feel comfortable in their environment and benefit from the learning being offered. There are some minor inconsistencies with how children are supported at times. Children's level of involvement differs dependent on the room they spend time in. As a result, opportunities to support children's learning are not always maximised.

Leadership and governance

Expected standard

Leaders generally have a secure oversight of the nursery. They understand where there are strengths and areas for improvement across the nursery. They take swift action where procedures are not followed rigorously. For example, following a mistake when implementing allergy management procedures, leaders acted quickly to strengthen these, preventing a recurrence. Leaders meet with staff regularly ensuring that mandatory training is up to date and staff have the knowledge they need to provide exciting learning opportunities for children. Staff are keen to increase their learning further. Leaders monitor staff practice and the impact of any training they have complete. They regularly spend time in rooms with staff identifying where there are improvements needed. They use this information to inform future meetings. Staff comment that they feel supported by leaders and have manageable workloads. Leaders encourage staff to share positive statements about one another and implement an 'employee of the month' award to support the wellbeing of staff.

Leaders have links with other professionals. They ensure they have up-to-date local knowledge so that they can provide the support that children and families need. Leaders use additional funding appropriately to help children to make progress. They seek advice from children's key persons and families before purchasing resources for children. This ensures what they buy has the most impact on children's learning. Leaders and staff develop positive relationships with parents. They value their contributions and invite them into the nursery to play with their children on dedicated days. Parents comment that staff are friendly and their children are making progress. They receive communication daily about what their children have been doing, and feel included in their children's learning journey.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

Children arrive confidently and are quickly settled into their rooms by the friendly staff. They are keen to engage in the learning activities set out for them. They enjoy learning alongside their peers and develop friendships with one another. Children develop positive behaviour habits, such as using manners at mealtimes.

Babies experience warm interactions from staff. This helps them to feel safe and secure. They enjoy exploring different textures, such as sand. They sit closely to the carefully positioned sand trays and take time to feel the sand between their fingers. Staff talk to

babies about their body parts, introducing them to early language and supporting an awareness of their own features. They use language such as 'that's your nose' as babies point to this area of their face. Children develop confidence and independence as they move through the nursery. They learn to take care of themselves and serve their own meals. This happens for children at a very young age, so that by the time they move to school, they have the skills they need to flourish in a new environment. Children become confident communicators. There is a focus on developing children's language across the nursery. Staff provide regular opportunities for children to hear songs and copy actions. Children enjoy this and suggest ideas of what songs they want to sing. Children with special educational needs and/or disabilities show interest in singing activities, and often attempt to join in with actions.

Leaders promote positive partnerships with parents. They encourage regular attendance at nursery, so that children develop positive habits from a young age.

Next steps

- Leaders should review times of transition, particularly after meals, to ensure routines are consistently embedded.
- Leaders should ensure the quality of teaching is of the highest standard consistently across the nursery, for all children.

About this inspection

The inspectors spoke with leaders, practitioners, and parents and carers during the inspection.

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.

Inspectors:
Christine Ward
Juliette Freeman

About this setting

Unique reference number (URN): 2558048

Address:
Springhill Lane
Lower Penn
WOLVERHAMPTON
WV4 4TJ

Type: Childcare on non-domestic premises

Registration date: 25/09/2019

Registered person: Sandhills Limited

Register(s): EYR, CCR, VCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 07:30 - 18:00

Local authority: Staffordshire

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 20 July 2026

Children numbers

Age range of children at the time of inspection

0 to 4

Total number of places

105

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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