

Sandhills Day Nursery

Inspection report for early years provision

Unique reference number EY314384
Inspection date 11/03/2009
Inspector Lucy Showell

Setting address 49 Swan Street, Alvechurch, Birmingham, West Midlands,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Sandhills Day Nursery opened in 2005. The setting is privately owned and managed and is part of a chain of three settings run by the same provider. It operates from a large detached building set in its own grounds on the outskirts of the village of Alvechurch, Birmingham. There is a fully enclosed play area available for outdoor play. The group opens five days a week all year round except for public holidays. Sessions are from 07.30 to 18.00. Children are able to attend for a variety of sessions.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the childcare register. A maximum of 75 children may attend the nursery at any one time. There are currently 99 children aged from birth to under five years on roll, some in part-time places. The nursery has systems to support children with learning difficulties and/or disabilities and children who speak English as an additional language. Childcare is provided across two floors. The ground floor is accessed via a ramp and the first floor is accessed via stairs only.

There are 23 members of staff, 21 of whom hold appropriate early years qualifications to at least NVQ level 2 and the principal has Qualified Teacher Status. One member of staff is currently working towards a recognised early years qualification. The setting provides funded early education for three and four-year-olds and they receive support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children of all ages are settled and relaxed within this warm and welcoming environment. The enthusiastic and knowledgeable staff have clear understanding of the Early Years Foundation Stage (EYFS) and the welfare requirements. The provision supports all children's individual needs and encourages steady progress across all areas of learning and development. Staff demonstrate good capacity for continuous improvement through effective systems of self-evaluation and clear monitoring of strengths and weaknesses.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- use a suitable secure area for the storage of confidential information to ensure records on children are only accessed by those who have the right or professional need to see them
- refine the use of observations and assessments to identify learning priorities and plan relevant and motivating experiences for each child.

The leadership and management of the early years provision

Children are cared for by dedicated staff who demonstrate good understanding of their roles and responsibilities and show confidence in sharing skills, questioning practice and testing new ideas. They are supported and valued by the owners who show a clear vision for all who attend the nursery. The staff team are involved in self-evaluation processes and as a result they have identified priorities for improvements such as installing kitchen facilities and developing the outside areas with exciting plans in place and secure funding agreed. Staff qualifications and ratios exceed the welfare requirements and robust systems are in place to identify professional development and training needs. Regular meetings are attended and external and in-house training facilitates all staff's knowledge and maintains up-to-date skills. For example, staff have a sound knowledge of child protection procedures and demonstrate confidence in their responsibilities when raising or dealing with concerns. Appropriate vetting and induction procedures ensure children are safeguarded by suitable adults with staff seeking and following advice and guidance from external agencies to ensure all children are supported.

Detailed information such as, policies and procedures and records of accidents and medication are in place and staff have a clear knowledge of their purpose and are able to implement fully. However, some of the children's confidential information forms and parent's invoices have been left on the table in the entrance area. There are strong relationships with parents and carers which are promoted through daily written and verbal feedback about their child's achievements and daily news. Useful information such as newsletters and clearly displayed notices informs parents of the services provided. Parents are involved in their children's learning as they complete information for staff about their child's preferences and starting points. They are invited to meetings to discuss their child's progress, receive monthly notices to share ideas for activities at home to link with the room's themes and the children are encouraged to take home any creative work they have completed. Parents are also involved at the setting through attending special events such as Christmas productions and the summer fayre. They support fundraising activities for charities of particular importance to the setting and take part in the nursery day by reading stories or sharing their expertise with the children linked to current themes.

The quality and standards of the early years provision

Children's overall welfare is actively promoted as they are welcomed into the setting by friendly staff. Good health is promoted as children are provided with freshly prepared and nutritious meals and snacks which meet individual requirements and free access to water ensures children are suitably refreshed throughout the day. Children enjoy accessing tunnels, balls and soft play in the physical room which is decorated with posters and pictures to support awareness of their own health needs and personal hygiene such as washing hands, healthy eating and visits to the dentist. Clear risk assessments are maintained to safeguard children and staff ensure all areas used are safe and secure through regular checks of premises and equipment. Children are aware of their own safety and that of

others as they share and take turns with suitable equipment.

Children are provided with opportunities to reach their potential through the staffs' valuable knowledge of the children and the learning and development requirements. Good systematic and opportune observations of children's interests are completed, although they are not clearly used to inform planning or to track children's progress across the six areas of learning and development. As a result, activities are not planned for each child's personalised learning journey. Children's assessments are carried out and photographic evidence, examples of their work and 'Wow' moments, which are displayed within the setting, are kept to share children's progress with parents. These profiles are used effectively to inform staff during transition as the children progress through the rooms and build a foundation for future development to share with local schools.

Daily activities and experiences are planned with regard to current themes and to meet with individual routines. Babies and children under two years are developing good self-awareness as they enjoy choosing from a good range of activity toys, sensory equipment and brightly coloured construction toys set out by staff, and have some ability to access resources independently from low level storage with safe supervision. Throughout the setting, colourful displays and samples of children's creations facilitate their sense of belonging.

Staff interact effectively with the children to encourage ideas and promote learning. For example, during activities children respond effectively as staff offer plenty of praise and encouragement and ask appropriate open-ended and challenging questions. Children learn to solve problems, reason and develop numeracy skills as they count and sort objects and build towers using appropriate language such as more and less. They enjoy 'reading' stories to each other that they have chosen from the local library and develop imagination and creative skills as they take on 'new roles' whilst dressing up in the role-play areas. Outside children use a wide range of equipment such as a large climbing frame, play house, push chairs, varied bikes and cars to negotiate around the play space and develop a wide range of physical skills. They create marks on the surfaces with water and paintbrushes or coloured chalks to support early literacy skills.

All children develop an understanding of the 'real' world as they enjoy trips to the local village and walks across the grounds to watch the cows and sheep in the fields. They make the most of all weathers as they build in the snow, splash in puddles and listen to the rain falling onto umbrellas.

They access treasure baskets and heuristic play and explore new and exciting textures as they play with corn flour and water, jelly or spray cream and appreciate days of celebration such as St. Davids Day, Valentines and Mother's day by making cards and creations to take home. Children enjoy additional opportunities from the French club and Rhythm time to extend learning and enjoy dressing up as a favourite character for 'World Book Day'.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met