



## Sandholm Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY334074
<b>Inspection date</b>	20 November 2006
<b>Inspector</b>	Lesley Sharples
<b>Setting Address</b>	Sandholm Nursery, 452 Lytham Road, BLACKPOOL, FY4 1JQ
<b>Telephone number</b>	01253 341339
<b>E-mail</b>	brenda@sandholmnursery.com
<b>Registered person</b>	Brenda Danette Gallagher
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Sandholm Nursery has been registered since April 2006 under the new registered provider, who is the owner. It is situated in the south shore area of Blackpool and is a designated neighbourhood nursery.

It is set within a three storey house and facilities comprise of a baby room and two toddler rooms on the ground floor, with three pre-school rooms and a computer suite on the first floor. The staff room and meeting room are sited on the second floor. All children share access to a secure enclosed outdoor play area to the rear of the building, which incorporates a separate section for under two-year-olds.

Registration is for a maximum of 59 children at any one time, aged under eight years. Currently there are 63 children on roll, of whom 17 are in receipt of nursery education funding. The

setting supports children for whom English is an additional language. The nursery is open each weekday from 07.00 to 18.00, apart from Christmas and Easter holidays.

The staff team is led by the owner who employs a qualified manager. There is a total 16 staff, most of whom hold early years qualifications and training. Support staff are also employed in the kitchen. Advice, support and training is gained from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are learning effectively about being healthy. This is because they understand the importance of regular hand washing during significant times of the day in their daily routine, such as after visiting the toilet and before eating. They talk about germs and washing hands to others, which means that staff are promoting a good understanding of hygiene with them. Children have their own individual items which are stored hygienically, for use when sleeping and cleaning their teeth. Hygiene procedures are strictly observed when changing and disposing of nappies, as well as thorough hand washing by staff. This routine takes place in an adjacent room to where children play and these measures help prevent the risk of infection. Staff also use this time for lovely interaction and providing stimulating mobiles for infants to look at.

The nursery's procedures also minimise the risk of infection to children as the sick children policy is shared with parents. It has been updated to include all information and requirements for reporting certain illnesses. Children's health is promoted because a number of staff hold first aid and basic food hygiene certificates, in line with current guidance. This means that they can prepare food hygienically and offer advice and support in case of accidents or illness. Children's health is further protected by the meticulous way systems and documentation are in place regarding the administration of medication and accident recording. Careful consideration is given to the safe storage of medication, which is locked in a purpose-designed small fridge in the office. Consents are obtained relating to emergency advice or treatment as well as the use of sun and nappy creams. First aid boxes are situated in each area and there is also a mobile one for use when outside.

Children have their health and dietary needs met because staff use information from parents effectively. This means that children's food requirements and preferences are adhered to at all times and they are well nourished. Staff provide a range of healthy and nutritious snacks and meals, which includes an abundance of fresh fruit and vegetables. Meals provided at present are bought in and menus indicate a range of balanced and nutritional meals which children enjoy. Parents are given the choice to provide lunches for their children if they wish. Many bowls of fresh fruit are on display where children eat and varieties are included with meals. This promotes children's good health and aids the development of both physical and mental growth.

Staff conscientiously check the temperature of foods for babies before offering it to them. They are encouraged to feed themselves and develop independence with appropriate cutlery. Older children are learning about the importance of healthy eating and good nutrition. They

do activities such as 'my favourite meal on a plate' and staff talk about this being healthy or not. Fresh water is available to all children at all times, it is easily accessed so they can help themselves and therefore are never thirsty. Children sit at tables they have helped to set. They use placemats with names and learn where cutlery is put. They enjoy this sociable time.

Young children rest and sleep according to their needs and home routines. This is because staff plan the timetable flexibly to accommodate this. Babies are held and cuddled whilst feeding, taking as long as they need to enjoy their milk. Toddlers feel secure because staff sit and support them emotionally, by letting them rest and providing a cuddly toy, as well as helping them with coats for going outside to play.

Children benefit from frequent opportunities to play outdoors and in most weathers. It is a vibrant outdoor area because staff have made it interesting. There are activities which promote both their large and small muscle development. For example, slides and bikes, as well as interesting activities for weaving and looking at their reflections in metal containers fixed on the wall. Younger children and infants have their own enclosed area with small apparatus and safety surface, so they have healthy experiences outdoors. Older children move with growing confidence with the visiting dance coordinator who provides music and movement experiences. Children enthusiastically enjoy responding to actions and instructions, such as jumping with two feet together. Staff complement this in the week for other children so that they also benefit from this enjoyable activity.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in welcoming, safe and secure indoor and outdoor environments. There are highly effective risk assessments undertaken daily, alongside well implemented policies and procedures to maintain children's safety and well-being. The environment is beautifully decorated and maintained, creating a bright and cheerful setting throughout. It is welcoming to children because their art work is displayed and attractively labelled in their rooms. Children are able to move safely and freely around activities as space is sufficient and organised thoughtfully. Young children's safety is enhanced by the freedom to make choices within an environment suitable for them. This is achieved by attention to where their toys are stored and how they are accessed and presented to them. Careful consideration is also given by staff in setting safe limits for babies and young children, because they form secure relationships, develop self-confidence and self-esteem. This in turn promotes good behaviour and keeps children safe and sound as they explore their environment.

Children benefit from the provision of high quality furniture, equipment and wide ranging resources, which are regularly checked and maintained. Resources are plentiful and of suitable design to meet the routine needs of individual children, such as new utensils, furniture, cots and high chairs. Children independently select activities that are safely stored on low level shelves and in trays. These are clearly labelled or have pictures to help promote good understanding of where resources belong. They are learning to keep themselves and their environment safe by actively helping to put toys away and consequently they learn to look after their toys.

Children's safety is assured as staff exercise vigilance to reduce accidental injury. For example, ensuring supervision of children at all times, especially checking when they are sleeping as well as providing radiator covers to keep children safe. All staff complete interactive training regarding fire safety and procedures. Potential risks are reduced because a weekly fire alarm and emergency lighting test is carried out. Resources for the safe evacuation of children, such as an evacuation cot and torches in each room, means that good consideration has been given to keeping children safe. A clear record of emergency evacuation procedures carried out includes important comments in order to make improvements. The premises are kept secure and access is only gained by identifying persons on camera and using the intercom. Visitors sign in and everyone is accounted for on the premises at all times. The collection of children is fully monitored by only allowing children to leave with those persons known to staff and authorised by parents.

Children's safety and welfare is further assured as staff clearly understand the procedures for recording and reporting any concerns relating to child protection. The designated person has undertaken recent training to basic and intermediate level, and demonstrates knowledge and awareness of a range of types of abuse and neglect. Informative reference materials are also held on file with the procedures. The child protection statement includes relevant telephone numbers, procedures if an allegation is made against a member of staff and up to date information regarding Local Safeguarding Children Boards. Staff are also aware of the government guidance 'What to do if you're worried a child is being abused - summary'.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Staff offer an emotionally supportive environment for children, which provides a firm foundation for their play and learning. Key staff are clear about the significance of their role in forming relationships with their group of children and their parents. This support impacts mostly when children commence and it is to the staff's credit that they manage this extremely well. Children feel secure and confident to enjoy the experiences available to them, and are learning to make independent choices.

Staff capture spontaneous opportunities to help children learn, such as eagerly going out to play in the light rain to see the rainbow and talk about it together. Young children and infants fully benefit in their all round development, because staff working with them have a clear understanding of the 'Birth to three matters' framework and competently apply this in practice. They relate to the framework well and share this with parents in how their children are learning. This is achieved through displays and clear visual explanations. This area of practice has been given priority under the new management and has been successful in its application. Staff fully embrace meeting individual children's needs through observing them at play and planning for the next stage in their development.

Children under three-years-old have a wealth of experiences within their stimulating environment. The provision of continuous play offers exciting opportunities for their all round development. For example, areas are created for them to express themselves using media and materials, such as chalk boards both indoors and outside. Infants discover for themselves when playing with treasure baskets, tactile toys, ball pool and baby gym. Older children thoroughly

enjoy a wide range of experiences, including sand and water play, as well as imaginative play in themed areas and opportunities to use a computer. Consequently, children are meaningfully engaged and happy at play.

### Nursery education

The quality of teaching and learning is good. Curriculum planning fulfils the individual learning needs of children and coverage of the stepping stones towards the early learning goals. Children are grouped with a key worker and spend some time together each day to focus on individual learning. Practitioners have a strong knowledge and understanding of the Foundation Stage and how young children learn, gained through experience and further professional development. This is implemented well into the planning and delivery of the education. Children enjoy and are interested in the different areas of learning. They become focused and persist for some time, because the learning environment and programme of activities is effectively planned. It is suited to the needs of the children, reflects their community and they also learn about the wider world.

Teaching methods, expectations and questions challenge and support children to achieve as much as they can. Practitioners ask questions to gain maximum learning from an activity to further their understanding. For example, children discuss the broad beans they have planted, and respond to questions about change, how to look after them and what to look for. They understand that their beans link to a story about 'Jack and the beanstalk' and so know what their beans look like when fully grown.

Children's self care skills are very good and practitioners support their growing independence when putting on shoes and coats. They show care and concern for others, for example one child sucking on a babies' bottle and lying down whilst another child brings her a 'cup of tea' in role play. Practitioners use clear language, especially when telling stories, so that children can hear and are interested. Mark making areas provide a good range of opportunities for children to develop pencil control and early writing skills but print within the environment is not always at child level nor large enough for them to refer to. Practitioners are adept in using number as part of children's everyday learning, for instance the number of knives, forks and spoons required when setting tables for lunch. Children ably count to 10 and beyond, some also demonstrate counting backwards using visual prompts.

Children are beginning, with practitioners' support, to learn about technology and how things work, through programmable toys such as the tape machine and within the newly provided computer suite. They are learning of the world around them by looking at nature and experience pattern and change when they take bark and leaf rubbings. Children are also learning about their local environment, they go on trips to the library and zoo to widen their experiences. They also learn about others through role play, such as firefighters, and particularly enjoy using their imagination when being 'superman' or a 'pirate'. Children also have professional input from a musician, for activities with musical instruments and singing, on a regular basis and this encourages further self-expression.

Both large and small muscle development is promoted through a range of activities, such as many diverse tools with malleable materials to shape and mould. Children are also learning how

to handle and use scissors and especially notable is the provision of scissors for use by children using their left hand. Children can access a wide range of opportunities for developing self-initiated crafts, materials and media, in order to communicate their own ideas in both 2D and 3D form. For example, when outdoors they can use soft materials for weaving in frames on the wall.

Children learn to share and take turns, through which they learn to value and respect the feelings of others and to understand the differences between right and wrong. This competently promotes their confidence and helps them to succeed. Children are also doing well in relation to the stepping stones towards the early learning goals, because practitioners ensure progression through the use of observations. They use information gained from previous records and assessments, if children come into pre-school from the nursery, in relation to their starting points. This is not applied as thoroughly using information from parents. Children's individual portfolios contain extremely well written observations, which are linked to a stepping stone and colour coded. Descriptive written examples illustrate what children are achieving, as well as the inclusion of many photographs. These records captivate pre-school life and how children are learning. Teachers from the local school also comment about the useful information held in children's profiles, which helps with the transition into school. As a consequence, the educational programme is appropriate from the outset and records a clear picture of progress.

### **Helping children make a positive contribution**

The provision is good.

The setting is helping to provide equality of opportunity for all children and their families. The policy reflects this in admissions, curriculum, special needs, food and drink, and employment. The staff team understands the policy and children are encouraged to participate in all activities. There are good procedures in place to meet the individual needs of children, for example, bringing a favourite toy and staff learn some words from child's first language home background, such as 'drink' and 'toilet'. This contributes to helping children gain a sense of belonging and, as a result, they settle in well. Children gain a positive view and understanding of diversity as staff provide a selection of meaningful activities and resources. For example, they have access to appropriate role play items, books and musical instruments. The home corner has also been set up to correspond with themes such as 'friendship'. Support for children with learning difficulties and/or disabilities is successfully focused on the setting's policy. Designated staff have had training on the revised Code of Practice and they know how to signpost parents to appropriate professional advice if necessary. As a result, children's additional needs are effectively met.

Children behave very well. There is a comprehensive policy in place, good behaviour is promoted and children are encouraged to share and take turns. However, understanding of the use of physical restraint and the requirement for recording and informing parents is not developed. Children have plenty of interest in the activities and experiences provided, which maintains positive behaviour. This is because experiences are well thought out and matched to children's needs to provide a suitable level of challenge. Positive interactions from staff promote children's self-esteem. Children receive ongoing praise and encouragement for their efforts, for example 'well done' and 'that's lovely'. Certificates are awarded for achievements such as taking some

steps, and for older children a reward chart is used in the form of individual flower pots. Leaves are put on a flower to recognise and reward good behaviour. As a result, children learn right from wrong.

Partnership with parents is good. Children benefit from continuity of care between home and the setting because staff work in partnership with parents to meet the needs of children. Parents are kept well informed about their children because staff share ongoing information with them through daily discussion and daily records relating to significant parts of their day. Parents also receive good quality information on all aspects of nursery life and about the setting. This includes the operational plan which shows the designated roles members of staff hold and the complaints procedures. The manager states there is an open door policy for parents and they are welcome at any time. Staff communicate regularly with parents at collection time. Conversations are focused upon the children's needs, preferences and experiences. Parents spoken to at the time of the inspection express how highly they think of the care and education that their children receive. The setting is undertaking training in working in partnership with parents, using distance learning and attendances at workshops.

Parents receive good quality information about their child's progress and achievements on a regular basis, both verbally and in writing. Children's portfolios of work contain many visual examples in photographs, as well as written examples of achievements. This ensures they are fully informed about what their children are learning in the setting. Parents' evening provides opportunities to talk about individual children's progress with their key workers. Parents are invited to contribute to their children's learning through suggestions for parents to include at home, for example, colour and number books and suggestions on the planning of focused activities. This promotes strong links and partnership in children's development in learning.

Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is good.

Organisation is a strength within the setting. Children are looked after by adults who are suitable to do so and there are rigorous recruitment and vetting procedures used. This ensures children are well protected and cared for by staff who have the knowledge and understanding to promote children's development in all areas. Management have a good understanding of how to ensure initial and continuing suitability of staff. Induction procedures are thorough because new staff sign to show all policies and procedures have been read and understood, and are given their own copies. Management ensure a fire drill and on line training is completed, first aid training is undertaken and they have the opportunity to shadow an existing member of staff. Children benefit from staff whose personal development needs are identified and catered for by ongoing monitoring of staff training records and progress, so that knowledge and skills are updated. Performance reviews are planned for completion in the first year of operation.

The adult-child ratio positively supports children's care, learning and play. Staff are deployed effectively and children grouped to contribute and promote their health, safety, enjoyment and ability to take an active part in the setting. Space is extremely well organised to maximise these opportunities for all round development. Attendance records accurately show times of

arrival and departure and the whereabouts of children and staff at any one time. The required documentation is very well organised, maintained up to date and stored to ensure confidentiality. For example, children's records hold relevant information so that staff can meet individual needs. This contributes to the efficient operation of the setting and meets regulatory requirements.

The leadership and management within the setting is good. Managers are committed and have a clear vision for the nursery education with a strong focus on the personal development and achievement of all children. They successfully monitor and evaluate all aspects of the provision and plan directions, leading to improvements in the organisation of nursery education and the outcomes for children. This is also being achieved through supporting staff and listening to their comments and suggestions as well as planning more training in delivering the Foundation Stage. Consequently, they work well together as a team. They also feel a strength lies with working with the local school and the teacher visiting the children within the nursery, so that transition into school is eased. Practitioners are committed to promoting an inclusive environment in which every child matters and this works effectively in practice because all children are welcome and their individual needs met by working in partnership with parents. Children, therefore, feel valued and supported in their learning.

Overall, the provision meets the needs of the range of children who attend.

#### **Improvements since the last inspection**

Not applicable.

#### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

### **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

#### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

##### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- increase understanding of the requirements for incident recording in relation to physical restraint and include procedures within the written statement.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure full information is gained from parents to establish children's starting points in their learning
- enrich print within the environment so that it is at child level and large enough for them to clearly recognise letters.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)