

# Sandhills Day Nursery, Wombourne.



Yew Tree Court, Maypole Street, Wombourne, WOLVERHAMPTON, Staffordshire,  
WV5 9JB

<b>Inspection date</b>	29 November 2016
Previous inspection date	3 January 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The provider and leaders have high expectations for practitioners' practice. Leaders ensure that practitioners' reflections on the progress children make are accurate. This leads to excellent outcomes for children's learning.
- The provider and leaders within the nursery are highly motivated and successfully strive for and achieve excellence. The nursery's practice is worthy of dissemination.
- Children benefit from staff using highly successful communication methods to involve parents in nursery experiences. Practitioners take every opportunity to involve them in their child's daily care and give them guidance on how they can develop their child's active learning at home.
- Practitioners understand how to provide children with optimal challenge in their learning and development. They expertly identify those that are working above their expected age range and plan purposefully to ensure that they continue to make superb progress.
- Children who speak English as an additional language make rapid and significant progress. Practitioners use their excellent understanding of how children learn to enhance children's speaking and listening at every opportunity.
- Leaders use a highly effective monitoring system to track the consistency of children's progress. They adjust educational programmes quickly in order to close any gaps in children's learning. This includes a clear focus on comparing the progress of particular groups of children, such as those who receive funded early education.

## What the setting needs to do to improve further

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

- enhance the high-quality systems used for monitoring practitioners' practice so that any weaknesses identified in teaching are acted on swiftly in order for teaching to remain at an exceptional level.

### Inspection activities

- The inspector carried out a joint observation with the nursery manager and discussed the effectiveness of supervision and monitoring of practice.
- The inspector observed teaching and learning activities, speaking to children at appropriate times while they played.
- The inspector held meetings with the provider and management team. She also had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector discussed self-evaluation and took into account the views of parents spoken to on the day of inspection.
- The inspector looked at a range of documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

### Inspector

Kim Barker

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Leaders have high regard for local procedures and put children's safety at the heart of everything they do. Practitioners are alert to the signs that may indicate that a child is at risk of abuse. Their expert knowledge is extended through regular reviews in monthly team meetings. There is a rigorous system for recruitment and induction for all practitioners. Practitioners show commitment and enthusiasm in their work as there are many opportunities to develop their knowledge and skills. Several are currently studying towards additional early years qualifications. The manager has developed a dynamic monitoring system to improve teaching. Nevertheless, she recognises that to maintain high levels of teaching practice consistently across the nursery it is necessary to continue to develop these arrangements over time.

### Quality of teaching, learning and assessment is outstanding

Practitioners complete precise assessments and carefully track children's development so they know exactly how well they are progressing. They consistently use the effective systems in place to meticulously plan for future learning. Children benefit from an educational programme that clearly fosters active learning and opportunities for them to create and think for themselves. Pre-school children investigate their shadows as they play outdoors in the sunshine. Practitioners help children to predict the size of their shadow and to consider moving nearer or further away. Children begin to make links between their ideas and how what they do next can make things change. Practitioners expertly recognise babies' individual interests as they explore a sensory activity. They help them to make sense of the exploration by providing a narrative for what they are doing. Practitioners skilfully ask open-end questions and model language to help younger children learn to count and sort items into sets.

### Personal development, behaviour and welfare are outstanding

Practitioners provide a vibrant range of activities that reflects their outstanding practice. Resources are expertly arranged to allow babies to practise their physical skills as they independently explore. While children are outdoors, they learn to how to keep themselves warm by moving around more. Practitioners provide exceptional opportunities for children to develop their understanding of staying safe. Children learn to adapt their behaviour to minimise any possible risks when it is icy outdoors. Practitioners demonstrate good manners and are highly skilled and sensitive in helping all children to show respect to each other.

### Outcomes for children are outstanding

Children form secure attachments with practitioners and they are extremely confident, self-assured and motivated to learn. They make significant progress in their development. Children animatedly work things out for themselves. They keep on trying and solve their own problems. Children's early reading skills and mathematical development are expertly promoted. They learn to link letters with the sounds they represent. They play games and learn about the wider world and communities. Younger children learn shape names and talk knowledgeably to their key person about the marks they make in foam.

## Setting details

<b>Unique reference number</b>	EY439684
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1078533
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	79
<b>Number of children on roll</b>	102
<b>Name of registered person</b>	Harcharan Kaur Basra
<b>Registered person unique reference number</b>	RP514742
<b>Date of previous inspection</b>	3 January 2013
<b>Telephone number</b>	01902326500

Sandhills Day Nursery, Wombourne was registered in 2012 and is one of five settings managed by a private provider. The nursery employs 21 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3. One has early years professional status, three have qualifications at level 5 and one at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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