

# Sandbrook Childrens Centre Nursery

Sandbrook Community Primary School, Hartley Lane, ROCHDALE, Lancashire, OL11  
2LR



<b>Inspection date</b>	22 April 2016
Previous inspection date	18 May 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff have a thorough understanding of the early years foundation stage. The quality of teaching and learning is good. All children make good progress from their individual starting points.
- A highly effective key-person system is in place. Staff are positive role models and children have formed strong attachments to their key person. Children often invite staff to join them in their play and share their accomplishments with staff. Children's behaviour is good.
- Partnerships with other professionals are in place that support children's individual care and learning needs. Children with special educational needs or disability are cared for by experienced and knowledgeable staff. Children who speak English as an additional language are supported well.
- Leadership and management are strong. The staff team works extremely well together and places the learning and development of children at the centre of its practice. The management team regularly liaises with parents and staff to evaluate the service it provides. This helps to support quality practice and drive further improvement.

### It is not yet outstanding because:

- Staff do not always provide children with sufficient opportunities to communicate their ideas and formulate responses to questions.
- Information gained from parents does not consistently gather details about children's developing skills at home, in order to better inform assessments.

## What the setting needs to do to improve further

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

- provide children with sufficient time to think about their responses and communicate their ideas
- strengthen ways to consistently gain information from parents about what children can do at home.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed two joint observations of teaching with the manager.
- The inspector held a meeting with the management team. She looked at relevant documentation, such as the nursery's self-evaluation, policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Elisia Lee

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the authorities to contact if they have concerns about a child's welfare. The well-qualified staff team accesses training which is targeted to develop practice and support children's needs. The management team works directly with children, allowing them to directly observe the quality of teaching. Any identified areas of development are discussed with staff through regular supervision sessions and appraisals. All the recommendations from the previous inspection have been addressed. The management team evaluates the service it provides, in order to drive improvements further. Staff regularly track children's progress to ensure that any gaps in their development are identified and appropriate interventions are sought. Any funding the nursery receives is directly targeted to address the needs of children. Partnerships with other professionals are in place, helping to support children as they prepare for the next stage in their learning.

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

Staff regularly observe children as they play to identify their developmental stage. They track children's progress and plan activities, supporting children's next steps in learning and development. Staff support children's learning well and use a range of different strategies to teach children of all ages. Some of the strategies they use, include using different facial expressions with younger children, joining in children's play and teaching them how to use sign language to express their needs. Children are interested and engaged in learning. They access resources to follow their own ideas and explore different concepts. For example, children enjoy using magnifying glasses and searching for insects during outdoor play. Partnerships with parents are in place. Staff ensure that parents are aware of the daily activities children have enjoyed while at nursery.

### Personal development, behaviour and welfare are good

Staff have created an inviting environment in which children and parents are warmly welcomed. An effective key-person system is in place. Staff are positive role models and are motivated and enthusiastic, creating an atmosphere of awe and wonder for children. Staff promote positive behaviour throughout the day. Children's behaviour is good. Children have the opportunity to learn about the local community and the wider world. Children's physical well-being is promoted well through daily outdoor play and healthy menus. Meaningful partnerships are in place. A range of information is shared with teachers, which supports children as they make the move to school.

### Outcomes for children are good

All children are progressing well from their starting points. Activities provide appropriate age and stage related challenges for children of all groups. Children are motivated and active learners and are well prepared with the key skills needed for the next stage in their learning, including the move to school.

## Setting details

<b>Unique reference number</b>	EY338453
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	857160
<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 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Creche-N-Co Ltd
<b>Date of previous inspection</b>	18 May 2010
<b>Telephone number</b>	01706 718 057

Sandbrook Childrens Centre Nursery was registered in 2006. The nursery employs 14 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery supports children with special educational needs or disability. It supports children who speak English as an additional language. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

