

# Inspection of Sandbrook Childrens Centre Nursery

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

---

Inspection date: 13 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
---	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children happily arrive at nursery, with some becoming upset when it is time to leave. They form positive attachments with the friendly and welcoming staff, who nurture children's care needs well. For example, younger children are given a reassuring cuddle if they become a little unsettled. Older children access a range of resources and take part in routines, which helps give children a sense of security. The nursery is well resourced and provides a range of resources for children to explore and investigate. Children are prepared for future learning.

Staff offer interesting activities for children which motivate them and engage them in play. Staff understand children's individual needs and plan activities which challenge children and help them to become active learners. Staff work with parents and invite them to be part of children's learning and assessment. However, strategies are not yet consistently successful in engaging all parents.

Staff are positive role models and show children how to use resources. For example, staff model how to build towers out of blocks and explore different textures during play. Positive behaviour is consistently promoted by staff. The impact of this is that children demonstrate good listening and attention skills and respect for others. Staff share that they feel supported by the management team. However, supervision sessions do not consistently identify areas where staff can further develop their knowledge.

## **What does the early years setting do well and what does it need to do better?**

- The director, management team and staff work closely together to ensure they provide high levels of care for children. Staff are supported through inductions and regular staff meetings. Staff attend training opportunities. For example, staff have recently attended training in supporting children's communication and language. Staff attend supervision meetings but these are not yet sharply focused on developing individual professional knowledge, in order to raise the quality of teaching further.
- The staff provide a range of activities which interest children and engage them in play and learning. For example, babies become excited as they take part in song and rhyme sessions. Toddlers access a 'nature table' and look at different natural materials, such as conkers and dried leaves. Pre-school children enjoy using musical instruments and tap out a beat, to accompany repetitive text in a familiar story.
- Children's individual stages of development are identified as staff complete regular assessments of their progress. This highlights any gaps in children's learning, which are quickly addressed. For example, the nursery has recently implemented a speech and language programme, to support children's

developing communication skills. Staff are positive role models. They introduce new vocabulary to children and use words in the correct context.

- Children with special educational needs and/or disabilities are supported through experienced and knowledgeable staff. The staff respond quickly when they feel a child may need some additional support. Partnerships with a wide range of professionals have been forged to support children's individual needs. For example, staff regularly liaise with health visitors, staff from the children's centre, speech and language therapists, physiotherapists and teachers.
- Children who speak English as an additional language receive high levels of support. Managers ensure that, where possible, these children are placed under the care of staff who speak the same language. This helps children to settle more quickly and gives them reassurance as they understand new vocabulary and routines.
- Good partnerships are, overall, in place with parents. Staff share ideas with parents to extend learning at home. For example, parents are encouraged to go on walks with their children in the local environment and collect natural materials for a 'nature treasure hunt'. Parents are positive about the nursery. They comment that 'It's a great nursery' and 'My child goes in smiling and comes out smiling'. Strategies are not yet fully in place to consistently engage all parents.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand the procedures they must follow if they have concerns about a child's welfare. They are vigilant to any changes which may affect a child's well-being and work closely with other safeguarding professionals. Staff demonstrate that they consistently consider children's safety. For example, the nursery is located within a children's centre and local primary school. The site is well used by the local community and a wealth of other professionals. The management team makes sure that all internal nursery doors are accessed by a key code entry pad, to ensure children's safety.

## **What does the setting need to do to improve?**

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

- strengthen systems for the supervision of staff, so that staff receive coaching which has a consistent focus on improving their knowledge, in order to raise the quality of teaching even further
- develop further strategies to build stronger partnerships and consistently engage with all parents.

## Setting details

<b>Unique reference number</b>	EY338453
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10065664
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Creche-N-Co Ltd
<b>Registered person unique reference number</b>	RP905979
<b>Telephone number</b>	01706 718 057
<b>Date of previous inspection</b>	22 April 2016

## Information about this early years setting

Sandbrook Childrens Centre Nursery registered in 2006. The nursery employs nine members of childcare staff. Of these, seven 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.

## Information about this inspection

**Inspector**  
Elisia Lee

## Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- A joint observation of teaching was completed by the manager and the inspector.
- The inspector spoke with children, staff, the manager and the company director during the inspection.
- A meeting with the senior management team was held. The inspector looked at documentation, such as a sample of policies and procedures, accident records and processes of assessment.
- The inspector spoke to a number of parents during the inspection to take account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019