

Inspection of Sandpit Nursery

1st Safari Day Nurseries Ltd, Pitt Street, Barnsley S70 1AL

Inspection date:

14 October 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The quality of education provided varies. Staff support older children's thinking as they play. For example, staff say, 'I wonder why the dinosaurs can't swim?' This expands children's interest, who engage in learning for extended periods. However, younger children are often disengaged from play or learning. The joint baby and toddler room is overwhelming for children who are unsettled. As a result, the youngest children do not always benefit from the learning programmes provided.

Leaders are working hard to make improvements at the setting. They are finding it difficult to recruit enough staff and a permanent manager. Despite this, they have met several actions that were raised at the last inspection. Staff can now identify and address any potential risks. This helps to keep children safe.

Staff have an improved understanding of children's individual needs. They know how to help them achieve the next steps in their learning. However, staff do not consistently provide the right teaching and support. Leaders provide training and supervision. This is not yet precisely targeted to raise the quality of care and education provided.

Partnership with parents has been improved. Staff talk to parents about their child's day. They ask parents about their child's learning at home. Leaders have plans to continue to improve the information that is shared with parents.

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

- Since the last inspection, leaders have worked hard to make improvements. They have designed a curriculum with the intention of helping all children to make good progress in their learning. Leaders observe staff's practice and model good teaching strategies. However, the quality of education provided is not yet consistent. As a result, not all children make the best possible progress of which they are capable.
- Staff working with older children engage in good-quality interactions with them. They introduce new words during play and through stories. Children confidently recall that the person who writes a book is called the 'author'. Sometimes, staff working with younger children sing and share rhymes with them. At these times, younger children join in. They copy actions and try to sing along.
- Although there is a separate baby room available, babies and toddlers are cared for in the toddler room. This is to support staffing arrangements. Leaders have created a smaller, baby-friendly area within the room. However, staff do not use it. Babies play in the main toddler room. They also use the same outdoor area as toddlers and older children. These spaces are not designed to meet the youngest children's needs. Consequently, their individual learning and

development are not consistently well supported.

- Older children work well together. They ask their friends if they could have more building bricks. They reply, 'Of course you can'. Children help staff to tidy up. Staff praise and reward them. Children are proud of their achievements. This helps them to develop a positive sense of themselves.
- At times, toddlers play too roughly with babies, which makes them cry. Staff do not supervise the babies closely enough to prevent this happening. This does not support younger children's emotional well-being.
- Since the last inspection, leaders have improved partnerships with parents. They have facilitated stay-and-play sessions. Staff share key information with parents when they collect their child. Each week, staff ask parents about their child's time at home. They use the information to support children's learning in the setting. Leaders recognise that this can be further improved. They have plans to share more-detailed information about children's development, such as through parents' evenings.
- Staff work quickly to identify if there are any concerns in a child's development. They work well alongside parents and other professionals. This helps to ensure that children receive the swift support they require in their learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that staff training and development opportunities are targeted to improve the consistency and quality of all staff's practice	14/12/2024
provide an environment and resources that meet the needs of the youngest children and promote their focus on learning	14/12/2024
ensure that staff deployment meets children's individual needs, and that babies are consistently well supervised.	21/10/2024

Setting details

Unique reference number	EY501682
Local authority	Barnsley
Inspection number	10356898
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 6
Total number of places	105
Number of children on roll	46
Name of registered person	1st Safari Day Nurseries Limited
Registered person unique reference number	RP905110
Telephone number	01226 200696
Date of previous inspection	10 May 2024

Information about this early years setting

Sandpit Nursery registered in 2016 and is located in Barnsley. The nursery employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round, except for a week at Christmas and bank holidays. Sessions are from 7.30am until 6pm. The nursery offers funded childcare places.

Information about this inspection

Inspector

Rebecca Miall

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual and managers about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- One of the managers and the inspector carried out a joint observation of an adult-led activity.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

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