

Inspection of Sandringham Daycare

Sandringham Primary School, Sandringham Road, London E7 8ED

Inspection date: 27 September 2019

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children's behaviour is exemplary. They show a great deal of kindness and respect towards their friends and staff. For example, during group activities, older children give the babies cuddles and affection, which babies respond to with glee. This excellent behaviour has created a warm and caring environment, which enables children of all ages to feel safe and secure. Children thrive and make excellent progress at this extremely inclusive setting. Children with special educational needs and/or disabilities (SEND) make strong progress and staff respond to children's individual needs and interests effortlessly. New children settle in with ease and form strong attachments with staff quickly. This is because of the highly attentive and enthusiastic staff. The dedicated manager and her staff provide a highly successful, challenging curriculum that builds on what children know and can do. For instance, when children showed an interest in transport, staff gave them the opportunity to travel on a bus to the local train station. Children benefit from an exciting and stimulating learning environment and show deep levels of engagement and eagerness to learn. Throughout the setting the exceptionally skilled and talented staff team supports children's learning to ensure every child fulfils their potential. When staff notice children progressing in their learning, they seamlessly plan an activity to extend this learning even further. This leads to children demonstrating extremely high levels of motivation and confidence. The skilled manager shares a clear vision for the intent of the curriculum with all staff. She meticulously analyses and identifies children's learning needs. The setting establishes exceptional partnerships with other professionals and this helps them to support children with SEND superbly. For example, staff regularly liaise with professionals and parents to seek advice, review children's progress and set them challenging targets.

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

- Staff and children have wonderful relationships that help children feel exceptionally safe and secure. Staff spend a great deal of time learning about their key child and the children's families. For example, home visits are arranged before children start at the setting. These highly effective visits allow staff to establish a bond with the children and find out what they enjoy and what makes them special.
- All children show very high levels of curiosity, concentration and enjoyment. Staff expertly respond to their keen interest and excitement. All children confidently and independently move freely indoors and outdoors. For example, babies show great enjoyment at exploring with musical instruments outside. Older children take pride in and satisfaction from creating flags and castles in the outdoor mud kitchen.
- Staff are extremely consistent in promoting children's positive behaviour and

attitudes, particularly those of children with SEND. Staff have a shared understanding of how to help keep children safe. Staff expertly explain to children in great detail how to behave and why. For example, older children are reminded why quiet voices are important when going to visit the library. Children demonstrate that this learning has been clearly embedded as they confidently share why quiet voices are important.

- The manager encourages continuous improvement in the setting successfully. She maintains a strong focus on ensuring that staff expertise can support further improvements. For instance, regular supervision of staff performance provides a robust programme of training to develop subject knowledge. Staff recently completed training around supporting children with hearing difficulties, which all staff feel has made them even stronger practitioners.
- Children benefit from highly effective and consistent care routines to further promote their emotional security. The manager and staff are excellent role models. They consistently teach children good manners and excellent hygiene practices.
- Parents feel extremely involved in their children's learning and play a significant part in improving practice within the setting. They speak incredibly highly of the setting and the outstanding progress their children have made since starting.
- The manager demonstrates immense passion, knowledge and ambition. She ensures that she constantly achieves exceptionally high standards and supports every child to have highly meaningful and challenging experiences in their learning.
- Children demonstrate a broad understanding and develop high-level skills to support them in their future learning. For instance, older children skilfully measure ingredients to make their own play dough. Staff then encourage children to use their mathematical skills when weighing and reading measurements.
- Staff are excellent communicators. Children of all ages and abilities have countless opportunities to share ideas and communicate with staff and their friends. Staff use signing as a form of communication and this is deeply embedded in the setting. Staff use this as a way to encourage children who are still developing their speech to make their own decisions and share ideas. For example, during a group singing session, babies confidently chose props from a box when deciding on what song to sing.

Safeguarding

The arrangements for safeguarding are effective.

The management team ensures that staff keep their safeguarding knowledge up to date. For instance, staff complete training and discuss safeguarding issues in staff meetings. Staff have an excellent understanding of how to deal with concerns about children's welfare. They are familiar with the whistleblowing policy and procedures for reporting allegations. They have an exceptional understanding of the signs and symptoms which may indicate that children are at risk of harm.

Setting details

Unique reference number	EY546592
Local authority	Newham
Inspection number	10107192
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 3
Total number of places	39
Number of children on roll	18
Name of registered person	Sandringham Primary School Governing Body
Registered person unique reference number	RP546591
Telephone number	02084705722 direct
Date of previous inspection	Not applicable

Information about this early years setting

Sandringham Daycare registered in 2017. The setting is situated within the site of Sandringham Primary School in Forest Gate, in the London Borough of Newham. The setting operates Monday to Friday, from 8am to 6pm. It operates throughout the year, providing sessions reflecting full-time, part-time, and term-time care. The setting remains closed during bank holidays, one week at Easter, one week at Christmas, and two weeks in August. It currently employs nine members of staff, including the manager. Of these, six staff hold appropriate early years qualifications.

Information about this inspection

Inspector

Laura Rathbone

Inspection activities

- The inspector went on a learning walk around the setting with the management team.
- The inspector observed the quality of teaching indoors and outdoors and assessed its impact on children's learning.
- The inspector checked the evidence of the staff training and suitability.
- The inspector spoke to staff, parents and children at appropriate points in the inspection and considered their views.
- A joint observation was carried out by the inspector and manager to evaluate the quality of teaching and learning.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2019