

Safehands Nursery & Kindergarten

Inspection report for early years provision

Unique reference number	EY387436
Inspection date	12/06/2009
Inspector	Saida Cummings
Setting address	47 Old Coach Road, DROITWICH, Worcestershire, WR9 8BE
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Safehands Nursery and Kindergarten is one of five privately owned settings run by a partnership. The nursery opened in 1997 and moved to its current location in 2001. It was re-registered under the current ownership in 2009. The setting operates from six rooms in a self-contained building on the outskirts of Droitwich, Worcestershire. Children have access to several enclosed outside play areas and there are opportunities for local walks and outings. Accessibility to the 'tweenies' entrance of the nursery is via one step and babies are cared for on the first floor. The setting serves children from local and surrounding areas. A maximum of 45 children may attend at any one time. Children from the age of six weeks to five years of age attend the setting.

There are currently 58 children attending who are within the Early Years Foundation Stage (EYFS). The setting is in receipt of funding for the provision of free early education to children aged two, three and four. This provision is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting offers support to children with learning difficulties and/or disabilities, and children who speak English as an additional language.

The nursery is open each weekday from 07.30 to 18.00 all year round. Children attend for a variety of sessions. The setting employs 16 staff who work with the children. Of these, 11 hold appropriate early years qualifications and the pre-school manager has qualified teacher status. There are currently four staff members working towards a recognised childcare qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children flourish due to good quality care and the strong attachments they make with their key persons. Interesting and stimulating experiences are offered to enthuse and encourage children to want to learn, and good arrangements exist to promote children's health and safety. Effective arrangements are in place to support children's individual needs including liaison with the parents and carers. The learning environment is welcoming and inclusive and systems are currently being developed to identify areas for improvement. However, these systems are not yet fully developed to ensure continuous improvements are made in all areas.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend planning documents to include information relating to how individual children will be supported to make progress in line with their learning and development needs

- develop the self-evaluation system further to ensure priorities for making continuous improvements in all areas are identified and implemented.

The leadership and management of the early years provision

Comprehensive systems underpin the smooth operation of the nursery and, as a result, children's welfare, learning and development are well catered for. The managers and staff are enthusiastic, dedicated and work well together as a strong and supportive team. Staff constantly update their knowledge through training and work closely with parents and carers to ensure children's individuality is fully supported. The management team and staff are fully committed to working in partnership with parents and carers, and have devised effective systems to enable parents and carers to share their views and ensure they are consistently included in their children's learning. Daily discussions and written daily diary sheets inform parents and carers of how their children spend their day. Children are encouraged to play a full part in the life of the setting because staff fully understand, respect and value their unique needs. There are good procedures for caring for any children with learning difficulties and/or disabilities, and children who speak English as an additional language.

Staff work closely with children to promote tolerance and acceptance and this creates a strong sense of caring within each age group. Children are safeguarded because of the effective policies and procedures which are successfully implemented. Robust systems for the recruitment, vetting and induction of staff ensure that children are cared for by suitable and knowledgeable adults. Children's welfare is safeguarded because staff have a good understanding of child protection procedures and are fully aware of the Local Safeguarding Children Board guidance. They are kept safe as there are very effective systems for risk assessing all areas, indoors and outdoors, and all staff are made fully aware of any potential risks to ensure hazards to children are minimised. The managers and staff have started developing a self-evaluation system through their current overall review of the organisation, policies and procedures. This includes reviewing the learning and development programme to ensure staff are able to plan interesting and stimulating activities which enable each individual child to develop at their own pace. However, the system for self-evaluating is not yet sufficiently robust to ensure the setting is able to identify and implement priorities for developing the provision in all areas.

The quality and standards of the early years provision

Children thrive in the setting's caring environment and are progressing well towards the early learning goals. They are settled, happy and enjoy their time in the welcoming and stimulating environment. There are effective systems for observing children and assessing their progress. The key persons know their key children very well and use this knowledge to support individual children to develop their skills and early education. However, the systems for planning activities do not consistently take into consideration what is needed to help children make progress in line with their individual learning and development needs. Children's language

and literacy skills are developed through fun and relaxed activities, such as joining in with story time and singing familiar nursery rhymes. For example, the younger children love to choose some of their favourite stories, such as 'the Gruffalo' and join in with some of the familiar punch lines. The staff help to bring the story to life when they use the 'Gruffalo' soft toy as a visual aide. As a result, children are animated and develop their language and vocabulary whilst enjoying taking part in some of their favourite activities.

Children develop a strong sense of belonging within the setting, enjoy the attention of caring staff and engage in both self-selected and planned activities individually and also with their peers. Their independence is developed as they confidently make decisions about what they would like to play with. They are encouraged to carry out tasks for themselves, for example, sweeping up the spilt sand at the end of their outdoor play activities. All staff are consistently calm and polite, acting as positive role models for behaviour. Positive behaviour strategies, such as praise and encouragement, are implemented effectively, creating a calm and productive environment in which all children thrive. Children participate in activities and events throughout the year which help them to gain an appreciation of the wider world. For example, they join in with fun activities linked to cultural festivals and events, such as Diwali and the Chinese New Year. Their awareness of the world around them and the wider society is encouraged through a range of activities and outings, such as visiting the local parks and library. Children have many opportunities to explore and investigate, and to extend their imagination and problem solving skills. For example, young children enjoy using natural materials, such as sponges, feathers and various textured materials to explore their senses and experiment. Children of all ages relish joining in with craft and sensory activities, such as printing with paint and creating colourful collages and mobiles. All children have regular access to communication, information and technology equipment, such as interactive toys and play telephones.

Children's good health and well-being are promoted as all children have daily opportunities for physical indoor and outdoor activities. They relish playing out in the fresh air using the wide variety of age-appropriate outdoor equipment to develop their physical skills; for instance, they learn to run, jump and pedal on the various wheeled toys. Children also love to explore and investigate their natural surroundings when they use the 'Forest Garden'. They enthusiastically join in with making dens, digging in the dirt and looking for various small insects and mini beasts. Children receive freshly-prepared healthy and nutritious meals and snacks.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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