

# Safehands Day Nursery

Inspection report for early years provision

---

**Unique reference number** EY278443  
**Inspection date** 28/07/2009  
**Inspector** Jane Elizabeth O'Callaghan

**Setting address** Abbotsford House, 15 Kent Road, Harrogate, North  
Yorkshire, HG1 2LH  
**Telephone number** 01423 525544  
**Email** safehandsnursery@btconnect.com  
**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).

## **Description of the setting**

Safehands Day nursery opened in 2004. It operates from 10 rooms in a converted detached property, situated on the outskirts of Harrogate. All children have access to an enclosed outdoor play area. The nursery is open each weekday from 8 a.m. to 6 p.m. for 52 weeks of the year.

A maximum of 70 Children may attend the nursery at any one time and there are currently 128 children aged from 3mths to 5yrs on roll, all of whom are within the Early Years Foundation Stage (EYFS). Children attend from surrounding areas. The nursery has 25 children who receive funding. The nursery supports children with learning difficulties/disabilities and those with English as a second language.

The nursery employs 25 members of staff. Including the manager, 13 hold appropriate early years qualifications and six staff members are working towards a qualification.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. Each child's individual needs are well met through a close relationship with parents and staff are developing ways to ensure that effective communication is maintained with the school to give the children continuity in their learning. The provision is committed to providing an inclusive environment where children learn to respect others. Children are well supported by staff, who encourage them to engage in play which interests and challenges them. Consequently, children make good progress in their learning and development in most areas, given their age and ability. Children's welfare is effectively promoted and their security and safety is well addressed. The staff team constantly evaluate the provision and fully understand how to make continuous improvements to improve the outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- further develop the book areas in each room to allow children to access a broader range of fiction and reference books to promote their interest and enjoyment
- develop a procedure to ensure children have individual bedding when using buggies and a system for younger children to recognise their own drinking vessels to prevent cross infection.

## **The leadership and management of the early years provision**

Staff are appropriately trained and have a clear understanding of their roles and responsibilities and attend further training to expand their knowledge. Staff attend

regular staff meetings, receive appraisals and the managers have completed the self-evaluation form, which is cascaded to staff.

They effectively implement routines that give the children a range of experiences and activities. Good teamwork amongst staff ensures that children are fully engaged and safe in their various activities. The systems run smoothly on a day-to-day basis and children are aware of how these operate, giving them security and confidence. Records and documents are detailed and are stored securely. Risk assessments are completed and reviewed regularly in all areas accessed by the children along with any outings undertaken. Inclusive practice is actively promoted so that all children's welfare needs are met and celebrations of different cultures and faiths are acknowledged. The nursery has implemented all policies and procedures in line with new legislation and these are available for staff and parents to read on a regular basis.

There is a warm and welcoming atmosphere for all families and children and the setting has established very good working links with parents, who speak favourably about the care their children receive. Parents receive a wide range of information through a detailed prospectus, website, newsletters, regular questionnaires and daily information, such as the menu and key person details. Parents are given regular opportunities to access their children's profiles and to comment on these.

Good vetting procedures for staff who work with children are in place and ensure that they are suitable to do so. A clear induction and on-going training programme ensures that staff are aware of their role and responsibilities and have a secure knowledge and understanding of the local safeguarding policies and procedures. Good security arrangements are in place within the building and entry is carefully monitored. The nursery operate fingerprint recognition system in order to enter the building for parents and carers and other visitors are asked to show proof of identity and to sign in and out of a visitors book.

## **The quality and standards of the early years provision**

Children are provided with good opportunities to help them make progress in their learning and development. Staff focus on developing children's self-confidence and esteem in order to encourage positive dispositions towards learning. Children are treated with respect and clearly enjoy their company. For example, children freely choose from a good selection of toys and activities and ask staff for assistance when needed. Good relationships are evident between staff, children and their parents/carers, supported by good quality information being available. This includes information relating to Ofsted, ensuring parents can take prompt action if they have any concerns. Staff demonstrate a positive attitude to inclusion. The soft play area is a valuable resource used by all children of all ages and abilities, especially babies and children with any learning difficulties and disabilities. Good planning and assessment systems have recently been changed to incorporate the EYFS and these are all linked with the areas of learning. Planning is adapted to meet children's ages and stages of development.

Children of all ages have good opportunities to develop most areas of learning and

these are accessed by the children and by staff if not easily accessed by children. However, the good range of books is not easily accessible for the children. The children have lots of chances to develop their creative skills. Babies play with baked beans and pasta, whilst older children paint and do box craft. The children doing the box craft, with help from staff, find if the box craft will float and try to make it sink through putting plastic animals in the boxes. Children discuss with each other why they float, tell each other that the animals live in the sea and take turns with experimenting what happens with the shoebox.

All children have lots of time to develop their physical skills, both in the soft play area and in the well-equipped outdoor area. For example, more able children ride and balance on the bicycles, kick balls to each other, climb up and down the wooden climbing frame and slide. Staff also encourage children to paint outside and then the children peg their paintings up to dry. Children play hopscotch, count the numbers up to 10 and then deduct the numbers when asked by staff.

All children, wherever possible are encouraged to sit to the table at meal times where they are sociable and talk to each other about home life and their families. Babies are also encouraged to sit with all of the children at meal times where possible, and babies' routines are adhered to along with parents' wishes. Children learn about a healthy and hygienic lifestyle through washing their own hands before snack and meal times with disposable flannels. Staff act as good role models by using the hand gel dispensers, wearing aprons and gloves at meal times and when changing babies' nappies. The children are encouraged to help themselves to their drinks throughout the day. However, younger children's cups and bedding for buggies are not clearly individualised to prevent cross infection. Children of all ages behave well, they are encouraged to be polite and are very well mannered, take turns and play well together. Older children have posters displayed explaining to them how to behave in nursery.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

