

Safehands Green Start Nursery

Inspection report for early years provision

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16/07/2012

Inspector

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Type of setting

Childcare - Non-Domestic

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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.

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Description of the setting

Safehands Green Start Nursery is owned by a limited company and was registered in 2012. It operates from purpose built premises situated in the grounds of Victoria Road Primary School in Northwich, Cheshire. The setting serves the local area and has strong links with the school and Children's Centre. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. A maximum of 72 children may attend the setting at any one time. There are currently 126 children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged five years to eight years. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The setting provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 18 members of child care staff. Of these, three hold appropriate early years qualifications at level 2 and eight at level 3 or above, including one with Qualified Teacher Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a very welcoming and stimulating environment overall where children are happy and settle well. The premises are generally safe and secure. Staff work effectively as a team to ensure the learning and development requirements of the individual children are successfully met in most areas. The emphasis based on valuing children and their families supports the warm and accepting atmosphere of the setting and enables all children to participate fully. Partnerships with other agencies are effective in supporting children's care and development and ensure continuity of learning. Through the efficient leadership and systems of self- evaluation, a good commitment to the continuous improvement of the setting is clear.

What steps need to be taken to improve provision further?

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

- ensure environments are reappraised regularly and make necessary adjustments to secure children's safety at all times
- review the organisation of systems to ensure that every child receives an enjoyable and challenging learning experience that is tailored to meet their

- individual needs, with particular regard to the older children
- develop children's records of learning and development in relation to problem solving, reasoning and numeracy.

The effectiveness of leadership and management of the early years provision

The nursery is very well led and managed and consequently runs smoothly. The staff fully understand their responsibilities to safeguard children and in the event of any concerns are secure in the procedures to follow to protect children from harm or neglect. Children are further safeguarded by the setting's robust recruitment, vetting and induction procedures which help ensure the suitability of staff who work with the children. Detailed risk assessments ensure that safety is continually monitored and reviewed. Nevertheless, fencing in the outdoor environment and some indoor areas have not been included in these checks and pose a risk to children. Record keeping is very well organised and a comprehensive range of policies and procedures underpins the safe care and management of children.

The nursery offers children a bright and inviting environment. Routines are well planned and the rooms are set out to enable continuous provision across all areas of the early years curriculum. Despite this, the organisation of play in the pre-school room does not always provide a challenging experience for individual children. Enthusiastic and hard working staff work well as a team to support children's learning. Inclusive practice and equality policies and procedures are carefully implemented throughout the setting so that all children can achieve to their best ability. Staff obtain key words from parents to support children for whom English is an additional language. This enables children to develop a good understanding of diversity and difference, as staff and children use this extended vocabulary in everyday practice to ensure the setting is fully inclusive.

Children benefit from the strong relationships between the nursery staff and their parents. Parents rate the nursery highly and particularly identify staff's relationships with children as a strength. Parents have access to their child's records at any time and have regular meetings and update reports from the staff. Newsletters and notice boards are used to keep the parents fully informed about changes and developments within the nursery. Daily sheets are used to share information with parents about the children's diet, sleep routines, day-to-day activities and general well-being during the day. Children's transitions to school are supported well. The assessment record is shared and visits are undertaken. This ensures children are confident and ready for school. Links with other services and agencies are strong, with effective two-way working partnerships. This ensures children with special educational needs get the support they need and contributes to promoting progression and continuity of learning and care.

The manager has a clear vision for the nursery and is continually developing systems and procedures to fully involve the staff team as the setting moves forward. The setting has conducted a detailed self-evaluation and highlighted areas to work on to improve their practice. The setting consults parents with their views to ensure they are responsive to their users. This positive approach to

developing the quality of the service offered, demonstrates a good capacity for continued improvement.

The quality and standards of the early years provision and outcomes for children

Children are happy and enjoy their time at the nursery. A relaxed and positive atmosphere contributes to them feeling secure. As a result, they express themselves freely and take a lively interest in their play. A well qualified and experienced staff team share a solid understanding of the Early Years Foundation Stage and how children learn best through play. Purposeful observation and planning systems ensure that activities and staff interaction promotes individual learning and good progress. However, observations in problem solving, reasoning and numeracy are not as frequent as in other areas. Each room is decorated with photographs and children's art work giving them a sense of belonging.

Children's early writing is supported and developed through providing different ways to make marks. For example, using paints, different size pens and chalks. The environment provides many visual prompts to encourage children to read and write for a purpose. They develop their communication skills well as they enjoy songs and respond to interactive rhymes. Children demonstrate an interest in number as they count down from five whilst pretending to travel in a rocket. Younger children explore capacity and shape as they enjoy filling containers with sand and water. Children are developing skills for the future as they have continuous access to computers and other electronic equipment. Children learn to push buttons and work out which make noises and enjoy using cameras and video recorders. Children begin to understand about different cultures and lifestyles as they celebrate festivals throughout the year and make food from countries around the world. They are becoming aware of others and developing a caring attitude as they participate in charitable events.

The outdoor play area is well used and provides children with plenty of fresh air and exercise. Children develop their physical skills as they learn to competently ride bikes and chase their friends. Consistent hygiene practices across the provision help minimise the risk of spreading infection. Children are aware of the importance of good personal habits, such as when to wash their hands. The children enjoy a variety of nutritious home cooked food and specific dietary requirements are handled effectively to meet children's individual needs. Sleep times are supervised well and the children rest in designated areas. Children behave well and respond effectively to the expectations of the staff. Consistent and positive strategies used by the staff help children to understand why certain behaviour is unacceptable and encourages children to resolve their own conflicts. As a result, children cooperate and share with each other, resulting in effective relationships being formed between the children.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

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