

# Safehands Green Start Nursery

Inspection report for early years provision

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**Unique reference number** EY440891  
**Inspection date** 30/07/2012  
**Inspector** Jennifer Kennaugh

**Setting address** Blackpool Football Club, Seaside Way, BLACKPOOL, FY1 6JJ  
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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 re-registered in 2012 and is one of a number of settings owned by a limited company. It operates from self-contained premises within Blackpool Football Club Stadium, in Blackpool, on the Fylde coast. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round except bank holidays and opening hours are from 7.30am to 6pm. Children are able to attend for a variety of sessions. A maximum of 92 children may attend the nursery at any one time. There are currently 125 children on roll who are within the Early Years Foundation Stage. The setting is registered with Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, although it does not currently operate a service to care for children over the age of five. The nursery provides funded early education for two- three- and four year olds. It supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 20 staff including a minibuss driver. Of the childcare staff, 16 are qualified to at least level 3 and two are working toward this. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision promotes children's learning and welfare well. As a result, children are secure and happy in an inclusive and welcoming environment, whatever their needs. The well-qualified staff have good knowledge of the Early Years Foundation Stage and children develop due to their effective practice in most areas of learning and record keeping. Parents and carers are kept very well informed about children's care and education, and are regularly consulted about aspects of organisation of the setting. Partnerships with other agencies are excellent to maintain children's welfare and continuity of learning. The provision demonstrates a committed approach to monitoring and self-evaluation, with a good capacity to maintain continuous improvement.

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

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

- extend the skills of staff to encourage, listen and respond to babies and children's communication, both verbal and non-verbal
- develop consistency across the setting in the ways that assessment for learning and planning are recorded.

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

Safeguarding in the nursery is effective because staff have regular training on how to implement procedures if they have concerns about a child's welfare. Robust policies and procedures, which are regularly reviewed, contribute to protecting children well. Risk assessments are comprehensive to support children's safety within the premises and on outings. All staff are suitably vetted to protect children's welfare in the nursery. Induction is provided for new staff so that they are aware of procedures to keep children safe in the setting. There are exceptional partnerships with other agencies and professionals and the setting's contribution to multi-agency working is highly effective in protecting children's welfare. All statutory documentation is completed and regularly reviewed to support the safe and effective management of the nursery.

Staff are well qualified and trained to deliver the Early Years Foundation Stage so children develop and thrive. Resources are accessible to children to enhance independence skills. Staff roles are clearly defined so staff are aware of their individual responsibilities to promote welfare and learning. Policies and practice promote equality and diversity so that all children are included in the life of the setting, whatever their needs. Very good use is made of parent expertise to help children learn about other countries and cultures. The nursery uses external providers in order to offer activities, such as Spanish and ballet and to extend children's learning about music.

Parents praise the staff warmly for their care of children. They are exceptionally well informed and consulted about their children's progress and care, and also about the management of the setting. The nursery makes excellent efforts to inform parents about how to support their children's learning at home, including the extensive use of displays. A wealth of information is provided for parents about a range of issues relevant to those with young children, such as help with funding childcare to support families. The nursery liaises with a nearby children's centre in order to offer information about events and services locally for parents and young children to support learning away from the setting. The nursery makes strong efforts to liaise with schools before children transfer and visits are made by some schools to see children in the nursery. This promotes continuity of care and learning.

The manager and staff are committed to continuous improvement with many aspects of practice being thoroughly evaluated. A well-organised system of staff supervision and appraisal supports monitoring of practice and the implementation of measures to improve this.

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

The nursery operates a key worker system to help children feel safe and secure. Children are confident to talk and are able to tell staff about a need, such as

wanting help to remove their shoes. Children explore their environment fully and some good practical measures are taken to promote their safety including keypad entry on external doors. Staff emphasise road safety on walks to local parks to develop children's future independence and organise visits from local emergency services to enhance children's learning about safety.

The nursery provides ample opportunities for children to enjoy exercise in a range of ways and environments, including visits to local parks, the beach and off-season use of the football pitch for events such as Sports' Day. Children have daily access to the outdoor play area, where staff plan excellent activities related to all areas of learning in the Early Years Foundation Stage, including growing vegetables. This forms part of the setting's work to teach children about the benefits of healthy eating. Meals are very healthy and prepared on the premises, with plenty of fruit and vegetables. Children's independence is promoted by staff encouraging them to choose from different options at lunchtimes and to serve themselves whenever possible.

Staff use children's observed interests and achievements in order to plan for their future learning. Observations with photographs form an extensive part of children's files, along with examples of mark-making. Plans are inclusive and activities cover all areas of the Early Years Foundation Stage so that children develop and learn well in most areas of the setting, although development of children's vocabulary and speech is better achieved in some rooms than others. Detailed records are kept to track children's progress in order to inform planning. Progress summaries are scheduled to be written by key workers at specified times each year, although a small number of these are not present in children's files, making the system sometimes inconsistent for use in planning.

Young babies have opportunities to extend their physical development using a range of cause and effect toys and staff encourage them to practice whole body movements, such as rolling, along with activities that develop hand-eye co-ordination. Older babies have access to mark-making activities such as painting and making collages and staff make some use of these activities to develop children's knowledge of colour. Simple jigsaws provide experience of early problem solving and creative play is provided for with small world toys and role-play areas.

Children enjoy listening to stories, especially ones where they can participate by counting or repeating phrases. Staff use song and rhyme to help children learn numbers and good use is made of activities, such as baking to develop children's mathematical and sequencing skills. Festivals from a wide variety of cultures and countries, along with special national events, are celebrated across the setting to teach children about diversity. A well-organised reward system motivates children to develop the skills of competent learners and the nursery's participation in charity events enables children to learn about the effects of disadvantage on others.

## 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

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

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
The effectiveness of the setting's engagement with parents and carers	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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