

Safehands Green Start Nursery at Oak Tree

Inspection report for early years provision

Unique reference number	EY440880
Inspection date	30/07/2012
Inspector	Lesley Bott

Setting address	Oak Tree Children's Centre, Newcastle Street, CREWE, CW1 3LF
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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 was registered in 2011. It operates from Oak Tree Children's Centre in Crewe. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play. The nursery serves the local area and has strong links with the Children's Centre and the school. The nursery opens Monday to Friday all year round from 8am to 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 72 children may attend the nursery at any one time, all of whom may be within the early years age range. There are currently 130 children attending who are within this age range. The nursery also offers care to children aged over five years to eight years. The nursery provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities.

The nursery employs ten members of child care staff. Of these, all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have a sound understanding of the Early Years Foundation Stage and the welfare requirements within. Their good partnership with parents and valued associations with other early years professionals ensure that children's individual needs are met. Some effective planning and suitable activities provided ensure children's learning is sound and practice is supported by well-written and informative documentation. There are some weaknesses within required documentation to ensure that children are fully safeguarded. Staff training is developing and constructive methods of self-evaluation show the setting's capacity for continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 13/08/2012
- ensure an accurate record is maintained of children's hours of attendance (Documentation) (also applies to both parts of the Childcare Register). 13/08/2012

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

- ensure that the education programme provides a balance of opportunities to support children's development across all of the areas of learning, in particular problem solving reasoning and numeracy
- create a stimulating environment to support children's understanding of diversity by expanding the range of resources to reflect the wider world.

The effectiveness of leadership and management of the early years provision

Children are protected as staff have a clear understanding of child protection procedures, knowledge of reporting concerns and dealing with allegations. A robust recruitment and vetting procedure is in place to ensure that all staff and students working with the children are suitable to do so. Children's safety is further secured by the checks and actions taken regularly by the staff and a record of these is consistently maintained. For example, appropriate written risk assessments are carried out on new equipment and new activities. However, at the time of the inspection the register of attendance was not accurately maintained to include children's arrival times. In addition, although paperwork is in place for parents to sign consent prior to medication being given, this is not always fully completed. These weaknesses in systems do not ensure that children's welfare is fully promoted.

There is a clear vision shared by the managers and staff at the nursery. They are proactive in planning for future improvements to promote and extend on-going opportunities for children's learning in the majority of areas. However, some areas identified for improvement are yet to be acted upon. Ofsted's self-evaluation has been completed online and the results of the parents' annual questionnaire have been acted upon and implemented into daily routines. This ensures their views are considered.

Key persons are effectively assigned to individual children to ensure their needs are met, to monitor their development and to form valuable relationships with parents. Staff knowledge of individual children enables their needs to be met effectively. For example, staff communicate well with other professionals. These include those who work with children who have special educational needs and/or disabilities and English as an additional language as well as linking into the children's centre and school on site. Partnership with parents is well established as they receive good communication and feedback from their child's key person on activities and development. The introduction of children choosing a book to take home to read has increased the opportunity for parents to be involved in supporting their child's learning and development.

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

The clean and well-maintained nursery is safe and clear security systems are in place to protect children. Children develop awareness of their own safety as they understand how to use a range of tools and equipment both indoors and outside.

Children enjoy a healthy range of freshly prepared snacks, such as fruit and vegetables. Their independence is encouraged as they serve themselves lunch and pour their own drinks. Children are encouraged to develop the habits appropriate to good learners as they share equipment, take turns and listen to others. They recognise their own needs and those of their peers as staff have effective and consistent systems for managing children's behaviour. They take care of the environment by helping to tidy away the toys after ringing the bell to indicate 'tidy up time'.

Children are beginning to develop confidence and show enthusiasm for the experiences on offer. The environment is well organised, with displays of children's own work, and posters to support their learning. However, children's opportunity to gain an understanding of diversity through activities and experiences is limited due to the lack of resources and positive images.

Useful information regarding children's achievements is communicated effectively with parents. For example, children's starting points are discussed and information on any achievements that happen outside of the nursery are included into the children's learning journal and on the 'WOW' display board. Relevant planning is developed with use of clear systems of observations and assessments to show how individual progress is catered for. Next steps are recorded and included in future planning to ensure children's needs are met. Overall, children make sound progress in their learning, although problem solving and numeracy is not always well supported within adult or child-led activities.

Staff are enthusiastic and work happily with children. They sit together with them at lunch time and extend their language as they chat about the day. Discussion for instance about the meal enables staff to encourage the children to identify the vegetables that were in the lunch. This develops into a discussion about the difference between a leek and an onion. One child stated the roots of the leek looked like her mommy's hair. 'It is blonde' she said as she made a connection in her learning.

In the book area, children sit together sharing stories with staff, turning pages carefully and looking for recognisable objects to name. Construction is available on the carpet where children have space to build, compare and share equipment with each other. Outside, children benefit from the fresh air, while balancing, jumping and negotiating around one another on their bikes. Babies are able to develop confidence in exploring their surroundings as they make choices about the resources they play with and where they explore. They show through their body language that they are happy as they splash in the water catching the ducks in the net. Others are happy to play by themselves, pushing the vacuum and investigating the noise. Overall, children are happy and stimulated at the nursery. Consequently, they make satisfactory progress across all areas of learning and development.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 13/08/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 13/08/2012