

# Safehands Green Start Nursery at Monks Coppenhall

Inspection report for early years provision

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**Unique reference number**

EY440889

**Inspection date**

02/08/2012

**Inspector**

Mary Henderson

**Setting address**

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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 at Monks Coppenhall is owned by Safehands Green Start Nurseries Limited and was registered in 2011. The nursery operates from Monks Coppenhall 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.

The nursery opens Monday to Friday all year round from 8am to 6pm, apart from bank holidays. 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 54 children may attend the nursery at any one time, all of whom may be within the early years age range. There are currently 50 children attending who are within this age group.

The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications. One member of staff holds a BA (Honours) degree in early childhood studies. 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 management and staff foster positive relationships with the children and their parents. They also liaise well with other providers of the Early Years Foundation Stage, which promotes continuity and inclusion for all children on roll. Most resources are used well, including the resource of staff, to ensure that children's learning and development is supported. Children make good progress in their learning and their welfare needs are met. Systems to evaluate the provision are good ensuring continuous improvements are made.

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

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

- support further children's sense of safety through preparing them for changes that may occur in the routine
- provide resources that help children become aware of, explore and question differences and similarities, in particular differences, such as those with special educational needs and/or disabilities.

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

Children benefit from the strong relationships that exist between themselves, the staff and their parents. Liaison with other providers of the Early Years Foundation Stage ensures that children are fully supported by all parties involved in their care and learning. This promotes continuity, consistency and inclusion for all children on roll. Risk assessments identify possible risks to children in the indoor and outdoor areas, in addition to all outings involving the children. Children are safeguarded because all staff have a good understanding of the policies and procedures to be followed in the event of a safeguarding concern. The staff receive training on child protection issues, including the identification of the known indicators of abuse. All adults are suitably checked and vetted. The management receive training in safer recruitment procedures, which further promotes children's safety.

The staff have a good understanding and a strong commitment to supporting children with special educational needs and/or disabilities. They receive training on supporting children with identified needs. Also they liaise well with other professionals within the children's centre and further a field to ensure that children's needs are fully identified and met. The management and staff work well as a team and share an ambitious vision for the future of the setting. The management supports their staff in identifying and attending training opportunities to develop their knowledge and skills. They have opportunities to share their professional knowledge with one another during team meetings. The self-evaluation systems in place include input from the children and their parents, the staff and the management. The management and staff are fully aware of their strengths and areas for further development to improve outcomes for children. This includes the identification of the need for new resources and toys to meet the requirements of the children attending.

Engagement with parents is good. Written and verbal two-way exchanges of information ensure that all those involved in children's care are well informed. There is a broad range of displayed information for parents to keep them informed about all aspects of the provision. This has a positive impact on the children because parents are fully aware of their child's learning and development at all times. The parents also have free access to their child's learning and development files, which provides information about their child's on-going progression. Parents have free access to all policies and procedures of the setting ensuring that they are suitably informed about how the care of their children is organised.

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

Children observe, find out about and identify features in the place they live and the natural world. They enjoy outings to places of interest, including the local library to choose and look through the books. They also enjoy looking at nature, such as, the changing seasons, insects, growth and decay as they make good use of the wooded area nearby. Here, the children build dens out of the natural resources

around them and benefit from the effective supervision of the staff. To extend children's interest in the world around them, the staff invite visitors to the setting. This includes staff and pets from the local pet store. Children enjoy talking about and handling small pets, such as gerbils and rabbits. This helps them learn about the care of other living things. Children's interest in insects is extended as they dig for worms and spiders in their soil trough while playing outdoors. They catch and release crane flies and watch them fly away.

To support children's interest in personal safety, the fire and police officers visit to talk to them about road safety and keeping safe when outside. Their knowledge is further supported through regular evacuation practises with their key persons. Children are confident and independent. They are keen to be involved in tidy up time and have a high regard for one another and the staff caring for them. Children show that they feel safe and secure in their environment as they seek comfort and praise from the staff and their peers, run around excitedly and laugh and giggle with one another as they play outdoors. However, the staff do not always introduce visitors to the children as they come into the setting. Thereby, possibly compromising children's feeling of security during changes to their routines.

Children recognise the importance of keeping healthy and those things which contribute to this. They make choices from a range of healthy food during their meals and snack times and they help themselves to water throughout the day. Meals provided are healthy and balanced and include a good range of fresh fruit and vegetables. Children enjoy being physical as they ride their trikes and use other equipment in the outdoor areas. For example, climb and balance equipment. Also they enjoy running around on the grass with their peers. Children are able to move freely between the indoor and outdoor areas as they wish throughout the day. This enables them to make independent decisions about how they spend their time.

During indoor time, children enjoy whole group physical games, such as singing and action rhymes. Children's small muscle development is also extended as they use various tools, such as, paintbrushes, pencils and construction toys. They like to explore the computer to find out about colours, shape and numbers. Children use their imagination as they dress up in various costumes and walk about holding their dolls. They enjoy sitting in the quiet area as they ponder and consider what they would like to do. They sit and look through books with their peers and the staff and enjoy stories and singing during circle time.

Children play with a range of resources that reflect positive images of diversity, including dolls, books and small world people. They have a developing respect for their own cultures and beliefs. However, resources and activities that help children become aware of, explore and question differences and similarities, in particular of those with special educational needs and/or disabilities, are not yet fully extended.

## 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	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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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	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