

# Safehands Green Start Nursery at The Brooks

The Brooks Children's Centre, Balmoral Avenue, CREWE, CW2 6PL

## Inspection date

26/10/2012

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Staff support children with a variety of needs effectively and strong interagency partnerships ensure they meet children's individual needs. They effectively promote the home languages for those children who have English as an additional language.
- Children benefit from positive relationships because staff interact with them well and extend their learning at every opportunity. They demonstrate good levels of self-confidence and independence during their time in the nursery.
- The well-established staff team work effectively together to plan and provide a broad range of purposeful play and learning experiences for all children.
- Partnerships with parents are strong and staff share and encourage the two-way flow of information to ensure they meet individual children's needs.
- Management and staff implement the safeguarding procedures effectively and the procedures are robust to protect the children who attend.

### It is not yet outstanding because

- Staff do not effectively record the next steps in children's learning from their starting points to their continued progression towards the early learning goals.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector had a meeting with the manager and deputy operations manager.
- The inspector spent time observing practice both inside and outside.
- The inspector spent time talking with the staff and children.
- The inspector analysed samples of the children's learning journals, planning documentation, self-evaluation and a selection of the group's policies and procedures.
- The inspector also took into account the views of parents through written evaluations.

## Inspector

Scott Oliver Thomas

## Full Report

### Information about the setting

Safehands Green Start Nursery at The Brooks was registered in 2012. It is owned and run by a limited company who operates seven nurseries across the north-west. It operates from a self-contained unit comprising of two rooms within The Brooks Children's Centre in Crewe. There is a fully enclosed area for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 8am to 6pm. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 70 children in the early years age group on roll. Children attend for a variety of sessions throughout the day. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are eleven regular members of staff, who all hold relevant childcare and early years education qualifications, including two members of staff who hold Qualified Teacher Status. The nursery obtains extra staff support, as necessary, from the provider's other nurseries. The setting receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- develop the systems for evidencing the next steps in children's learning, by; using the information provided by parent's, to gain a comprehensive knowledge of each child's starting points. Also, record the next steps from observations on children, to plan meaningful and challenging experiences.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff have a good understanding of the Early Years Foundation Stage and a good knowledge of the seven areas of learning. The quality of practice is consistent and as a result, all children are making good progress in relation to their starting points. Staff support the children's learning and development effectively because they take account of children's stages of development and their individual needs and interests. They use this information, in conjunction with contributions from parents, to plan purposeful activities and the short-term curriculum. This ensures that children's individual needs are being met. However, the system for evidencing the next steps in children's learning is not always effective to demonstrate the progress children are making towards the early learning goals.

Staff respond well to the children, actively listening to them and participating in their activities and conversations. Staff make the most of incidental learning opportunities to extend the children's learning through asking open-ended questions, introducing new vocabulary and encouraging the children to become active learners and critical thinkers.

For example, when children play in the water tray, the staff introduce new words such as 'empty, full, fast and slow', giving the children time to repeat the words. Later the children use the new words in context as they recall what they have been doing. Overall, children enjoy a well-resourced play and learning environment, which promotes their independence and self-confidence successfully.

Children self-select activities throughout the day and freely access the clearly labelled resources which are stored at low-level. Staff support children who speak English as an additional language. For example, they provide labels using the children's home languages and children are given the opportunity to express themselves in their home language during activities.

Children use their imaginations well during outdoor play; they use resources as props to support their play. For example, they arrange crates in the garden as a bridge to cross the river and to make obstacle courses. Children are beginning to use mathematical language during activities. They talk about containers being heavier, or lighter in the water tray, they recognise how quickly containers empty and how fast fish can swim.

Children enjoy listening to stories and singing rhymes, confidently matching actions as they sing. They have access to a wide range of books, including bilingual versions, and enjoy looking at them, retelling their favourite stories from the pictures. Children have access to mark-making materials at all times and use the resources for a variety of purposes. For example, children draw their favourite monsters to use in the discovery tray they hunt for the dinosaurs and scribe children's holiday requests in the role-play travel agents. Children use their sensory skills during their play and learning. For example, they explore and investigate lights and movement of the sensory trolley.

Staff support children with special educational needs extremely well. They use agreed strategies, such as sign language, to support the children and ensure they are able to participate fully in all the activities. The nursery provides one to one support to ensure all children can fully access the resources and reach their full potential in relation to their starting points. All children have access to and use a computer with ease. Children are able to use the keyboard and mouse competently as they become familiar with everyday technology.

Staff keep the parents well informed about their children's progress and achievements during their time at the nursery. Parents have access to their children's records at any time and are able to make written contributions about their children's learning in the setting and at home. Parents record what children have achieved at home and share this with their child's key person on enrolment, identifying children's starting points. However, staff do not use this information of children's starting points, to identify the age and stage of each child's development to effectively plan their next steps when settling into the setting.

The very good staff to children ratios ensure parents are able to discuss their individual children at any time and they all know who their children's key people are. The strong staff team support each other effectively to provide a stimulating and well-balanced

educational programme for all children, ensuring they gain the skills, attitudes and dispositions they need to be ready for school or the next stage of learning.

### **The contribution of the early years provision to the well-being of children**

All children are happy and settled during their time at the nursery. Staff discuss the children's individual welfare needs with parents and record the information on the comprehensive 'parent liaison' files and on their registration forms. Staff effectively use the information to support all the children who attend. Children form positive relationships with their peers and the staff team. Children are developing a strong understanding of right and wrong because all staff implement the clear rules and boundaries consistently. Consequently, children follow instructions, such as helping to tidy away the resources before lunch because they know what staff expect of them.

Children cooperate well with each other during outdoor play and share resources as they recognise the needs of others. They show consideration for others as they play in mixed age groups to join in the activities. They demonstrate high levels of self-confidence as they question the inspector and share their views and experiences with him. All children show curiosity and communicate their needs well. For example, children ask for additional resources or use their home language to tell the staff team what they need. Children's spoken language and social skills are developing well as they participate in one to one learning and small and large group activities. They confidently share their ideas, make suggestions to others, and happily share their personal experiences.

Children's individual welfare needs are met successfully because staff spend time getting to know the children and their families well. Individual strategies are in place to support children. For example, staff have children's centre meetings and work closely with parents to accommodate the children's individual needs, including language, cultural and personal requirements. Children with English as an additional language have extra support systems in place. For example, staff and volunteers visit the setting regularly to teach other staff how to translate during sessions if translation is needed to avoid the children becoming upset or confused.

Children are developing a good understanding of healthy eating and lifestyles through discussion and daily routines. Children talk about the types of food that are good for them at snack time, as they choose from a variety of fresh fruit. All children are polite and use their manners well. For example, when asked if they would like some more lunch the children say 'no thank you' or 'yes please'. Staff praise the children for remembering their good manners and the children smile in response.

All children have daily opportunities to experience outdoor play and learning and use a wide range of outdoor resources. They climb on the climbing frame with well rehearsed technique and avoid their friends as they move through the apparatus showing good spatial awareness. Children have opportunities to run, climb, balance and jump as they practise their physical skills. They recognise when they are hot and take their own coats off or get a drink from the freely available fresh drinking water and milk.

The nursery has strong links with the children's centre, local school and other providers of the Early Years Foundation Stage. Effective systems are in place to ensure the children's smooth transition to school and for those children who attend more than one early years setting. Staff have a good awareness and understanding of the procedures for completing the two-year-old progress checks and all the required paperwork is ready to implement the new systems.

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

Effective safeguarding procedures are in place to protect the children who attend. All staff have a good understanding of the procedures and know how to implement them because they have attended safeguarding training. The nursery shares the full written policies and procedures with parents to ensure they are aware of the staff team's responsibilities towards protecting their children.

Children enjoy a safe and secure play and learning environment because staff carry out daily checks and written risk assessments are completed. Robust recruitment and vetting procedures alongside effective induction systems help to ensure all adults are suitable to work with children. All visitors are required to show identification and sign in and out of the visitor's book to ensure that a full and accurate record of everyone meeting the children is in place.

All staff children and parents contribute towards the self-evaluation of the setting to drive improvement and ensure continuous development. The owner and manager conducts questionnaires and surveys to obtain feedback from parents and child-friendly activities are in place to gain the children's views. Staff meetings and regular contact with the staff team ensures everyone contributes to the procedure, valuing the input and ideas of everyone involved with the nursery. As a result, many changes and improvements are in place since the setting has re-registered. For example, parents expressed concerns of the organisation of pick up times. The manager took steps and a high staff to child ratio is in place at these times to address the situation, resulting in a well organised pick up time where children are kept safe, and parents have the opportunity to speak to staff. The owner and managers successfully monitor staff performance and their contributions to the nursery through regular team meetings, reviewing staff record keeping and annual appraisals. In addition, the senior management team attends the nursery fortnightly to observe practice and provide support to the staff team.

Senior nursery staff meet regularly to analyse the progress children are making across the nursery and share strategies to improve their practice for the benefit of the children. Partnership with parents is good. Parents have access to their children's records at anytime and are able to talk to staff about their children's progress. However, staff don't effectively record children's individual next learning steps to share with parents and enable them to extend their children's learning at home.

Parents have access to the nursery policies and procedures to develop their understanding of how the nursery operates and how their children are learning. The nursery has links

with other agencies, such as, the local authority, The Brooks children's centre team and the Cheshire East Pedagog Team to build on the staff teams' knowledge and understanding of how to support children with special educational needs and from a variety of cultures.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY440883
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	794888
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	62
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Safehands Green Start Nurseries Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07501 223 148

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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