

Safehands Green Start Nursery @ Stalybridge

83 Huddersfield Road, STALYBRIDGE, SK15 2PT

Inspection date	28/05/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Good quality teaching and effective questioning techniques used to get children to think critically are consistent across the nursery. This means that children make good progress towards the early learning goals.
- All staff have a secure understanding about how children learn and children thrive because activities are exciting, challenging and in line with their interests.
- Children are happy, motivated and eager to learn. They show consistently high levels of independence, curiosity and imagination and demonstrate strong self-assurance.
- Effective monitoring and self-evaluation means that there are continuous improvements to the provision and standards are of high quality.

It is not yet outstanding because

- Further opportunities for parents to support their child's learning at home for pre-school children and strategies to engage with all parents in meetings are not fully explored. This means that children's learning is not maximised and some parents are not kept fully informed about their child's progress.
- Staff have not fully explored other ways to enhance the learning environment so that it is rich in print and extends children's literacy skills.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 observed activities in all of the rooms and in the outside area.
The inspector checked evidence of suitability of staff working with the children and
- looked at induction and staff training procedures. The inspector also looked at policies and children's records.
- The inspector spoke to the manager, area manager and staff in the nursery.
- The inspector looked through children's assessment records and planning documentation and discussed these with staff.
- The inspector took account of the views of children and three parents spoken to on the day.

Inspector

Emily Wheeldon

Full Report

Information about the setting

Safehands Green Start Nursery @ Stalybridge was re-opened in November 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Stalybridge area of Tameside, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from a detached building and there are four enclosed areas available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above.

The nursery opens Monday to Friday, all year round, except for Bank Holidays. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 62 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop further systems to ensure time is planned to share and reflect with all parents on children's progress and development and increase opportunities for supporting parental involvement in their child's learning at home by thinking through ideas about how to move the child forward in their learning especially for pre-school age children

- create an environment which is rich in print where children can learn about words by, for example, using signs, posters and names and including different reading materials to extend literacy skills.

Inspection judgements

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

All staff have a secure knowledge and understanding of the Early Years Foundation Stage and know how children learn. Staff carry out detailed and good quality observations. They are linked to areas of learning and clearly identify children's next steps in their

development. As a result, children make good progress towards the early learning goals. Educational programmes are well-covered across the seven areas of learning and meet the age and stages of all children as appropriate. This ensures all children are well-prepared for their next stage in learning and for school.

The quality of teaching is good and consistent across the nursery. As a result, all children make good progress towards the early learning goals. Staff plan fun and exciting activities, which match the needs and interests of individual children well. For example, when children bring snails into the nursery in a crisp packet, staff seize the opportunity to extend their interests. Children show enthusiasm and chat excitedly about the snails they see and staff encourage them to find other snails in the outdoor area. Skilful staff ask wide-ranging and open-ended questions to allow children to think critically. For instance, staff say, 'Do you think this snail is wet or dry? Can you see a sticky trail on the table? Why do you think this is happening? What does it tell us?' Children then say, 'It's because the snail is wet and wants to move.' Problem-solving skills and taking calculated risks are encouraged and mean that children move forward in their learning. For example, staff involve children in piercing holes in a plastic lid to go on top of the jar so snails can breathe. Children are very keen and enjoy taking turns to push a nail through the lid to make holes. Once again, staff scaffold children's learning well by getting them to think and work out problems.

Mathematical concepts are incorporated in activities all of the time. For example, children are asked to count the number of snails they have altogether. Staff say, 'I found two snails and you found one, how many is that altogether?' When children are building sandcastles, they demonstrate secure mathematical language about size. For example, they use words, such as 'bigger than' and 'smaller than', 'full' and 'empty'. Staff also extend children's mathematical skills by asking children to work out how many pebbles cover a large sandcastle and how many on a small sandcastle. Such positive learning experiences mean that children make good progress in their mathematical skills. Literacy skills are developed from an early age. Older babies, for example, show good control as they prise off lids of large pens. They enjoy experimenting with marks using a wide range of media and materials. Pre-school children practise writing their names on white boards and on paper. They are also taught letter sounds of the week at circle time. Pre-school children enjoy reading and writing. However, the learning environment is not particularly rich in print in order to support children in extending their early literacy skills.

Strong emphasis is put on developing effective communication and language skills from a very early age. Staff are skilled in encouraging children to talk about matters of interest with other children by asking open-ended questions. For example, they say, 'Tell me about your pet rabbit. What does he like to do?' Babies enjoy sharing pop-up books and marvel at the animals hiding behind the flaps. They rummage through a basket containing small furry toy animals and find a lion and shout, 'Grrr!' and match the toy to the picture. Children are effective communicators and demonstrate high levels of confidence and self-esteem. Children with language difficulties are supported well by staff and are included in the group. This is because skilled and sensitive staff model language and repeat vocabulary, gently encouraging children to repeat after them. Staff also acknowledge words children say and praise them for having a go. For children who speak English as an additional language, staff ensure they know key words in the child's home language. This

further supports children's language skills and strengthens bonds between staff and children.

Staff work closely with parents and find out about their child's interests and needs at home so activities reflect their interests in the nursery. Parents can look through their child's learning record at any time and can talk to staff at the end of the session. Daily diaries are informative and are used effectively to send messages or for parents to voice any concerns they may have. However, ideas and activities to extend children's learning, such as reading at home, are not always consistent or fully developed. As a result, opportunities to extend pre-school children's effective learning even further are sometimes missed.

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

A successful implementation of the key person system ensures that all children form secure emotional attachments. This provides babies and children with an effective nurturing environment so they make strides in their learning. Staff form close bonds with babies by gently encouraging them to communicate. For example, at nappy changing times, staff sing nursery rhymes and babies clap hands and join in familiar refrains. Transitions are smooth and well-organised to ensure good continuity of care. For example, when children are new, staff ease them in gently and reassure parents. Staff work closely with them to discuss children's routines and mirror home routines in the nursery so children's needs are met. When children move rooms within the nursery, arrangements are made for their key person to share information with the child's new key person. Parents are also kept informed so children are well-prepared. They are complimentary about the staff and say, 'The staff are lovely and everyone is very welcoming. My daughter loves nursery and doesn't want to go home.'

Children display high levels of confidence and take responsibility for their own belongings and learning from a very early age. This is a particular strength of the nursery. For example, babies select what type of fruit they would like by pointing and attempting to vocalise their needs. Toddlers are encouraged to try and find pictures of themselves and their names next to their coats. Pre-school children independently pour their own drinks and serve themselves food, showing effective self-help skills. All children are secure in their understanding of healthy practices. They choose from a wide range of healthy food options, such as, fresh fruit and home-cooked meals. Staff encourage them to manage their own personal hygiene and care practices, such as ensuring noses are wiped, are good. Staff monitor and record details for each nappy change and inform parents at the end of the day so children's care needs are met. Children benefit from fresh air and daily exercise in a well-resourced outside area. They love developing their large muscle movements when on bikes and when running around.

Children behave well because staff are meeting their needs and interests. Staff ensure they are positive role models to children and regularly boost their self-esteem. For example, they say, 'Oh that's a beautiful picture! Well done. You have worked hard on that.' Pre-school children have a secure understanding of how to keep themselves safe. For instance, they say, 'Scissors will hurt me if I run and fall over.' Good quality resources

are organised well so that children can self-select and take the lead in their play. Areas of learning are clearly defined and children are familiar with where equipment is kept.

Partnerships with parents, outside agencies and local schools are secure. Staff work hard to build links with teachers and they invite them into the nursery to discuss the children. Any child who has a special educational need and/or disability is well-prepared for their new school. This is because staff liaise with teachers and outside agencies. Detailed records and information about children's progress is shared effectively. As a result, all children's needs are met and transitions to school are successful.

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

All staff have a secure knowledge and understanding of safeguarding policies and procedures. They clearly demonstrate the appropriate action to take in the event of any allegations or signs of child abuse. Children are further protected by the nursery's robust recruitment, vetting and induction procedures, which ensure staff are suitable to work with children. Daily safety checks and comprehensive risk assessments of the premises and outings are effective so that potential hazards are removed so that children are kept safe. All required documentation needed to meet the welfare requirements of the Statutory Framework for the Early Years Foundation Stage is in place.

Self-evaluation is strong and takes into account the views of staff, parents and children. The senior management team and staff work tirelessly to improve learning outcomes for children and are always looking at ways to raise standards. For example, the manager has organised a wall display in the staff room for all staff to contribute their ideas. Staff work well as a team and write down targets, such as looking at ways to enhance planning systems in line with children's interests. This means planning is individualised and effectively supports children's good progress. The inclusive ethos of the nursery is effective in ensuring everyone feels welcome. This is because staff feel they are well-supported by the manager and feel comfortable sharing their views. As a result, children are cared for in a nurturing and positive environment, which is conducive to effective learning.

The manager is well-organised and has a good knowledge of the skills of her staff. Monitoring of staff practice is robust and means that good quality teaching and learning is consistent across the different age groups. Staff appraisals are effective and carried out on a regular basis to identify any gaps in knowledge and training. The monitoring of educational programmes is secure and ensures children receive a broad and balanced curriculum. Assessment and tracking of children's progress is accurate and effective in identifying gaps in learning. As a result, the provision is secure in meeting the needs of all children. Well-established links are forged with parents, local schools and outside agencies and mean effective continuity of care for children. Staff are quick to identify children with special educational needs and/or disabilities and make referrals as required.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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 action. 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

Unique reference number	EY455358
Local authority	Tameside
Inspection number	894835
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	62
Name of provider	Safehands Green Start Nurseries Limited
Date of previous inspection	not applicable
Telephone number	01613388866

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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, which are usually the childminder's 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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