

Safehands Green Start Nursery at Monks Coppenhall

Monks Coppenhall Children's Centre, Remer Street, CREWE, CW1 4LY

Inspection date	18/04/2013
Previous inspection date	02/08/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The nursery is bright, spacious and well-resourced and the outdoor play area is a real asset because it offers plenty of space and a wide choice of experiences for the children to enjoy.
- The practitioners have formed positive relationships with the children, which helps them feel secure and comfortable in their care.
- Children have access to a suitable selection of resources and activities and they demonstrate independence as they freely access the toys and resources. They are settled, motivated and keen to explore and learn.

It is not yet good because

- Children are not reaching their full potential as the practitioners do not make consistent use of observations and assessments to plan for individual children's next steps in their learning. As a result, some activities do not always meet the needs of individual children.
- Practitioners do not fully encourage parents and carers to share information about their child's learning at home in order to contribute to ongoing assessment.
- Self-evaluation and reflecting on practice is not always used to effectively identify strengths and weaknesses or set targets to drive continuous improvement.

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 the baby room large open plan areas used by the toddlers and pre-school aged children and the outside play areas.
- The inspector held discussions with the area manager, acting manager, deputy, staff and spoke with the children.
- The inspector looked at children's observation, assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the staff, the settings self-evaluation documents and safeguarding policy and procedure.
- The inspector took account of the views of parents and carers.

Inspector

Sylvia Cornock

Full Report

Information about the setting

Safehands Green Start Nursery at Monks Coppenhall is owned and managed by Safehands Green Start Nurseries Limited. It was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Monks Coppenhall Children's Centre in Crewe, East Cheshire. The nursery has strong links with the children's centre and local school. It serves the local area and is accessible to all children. There are two enclosed areas available for outdoor play.

The nursery employs 13 members of child care staff. Of these, one holds an early years qualification at level 6 and 12 hold early years qualifications at level 3.

The nursery opens Monday to Friday all year except for bank holidays. Sessions vary throughout the day and the nursery is open from 8.00am until 6.00pm. Children attend for a variety of sessions. There are currently 124 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 meet the requirements of the Early Years Foundation Stage the provider must:

- use the ongoing assessment of children's achievements, interests and learning styles to plan and shape learning experiences for each child in order to challenge them effectively.

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

- strengthen partnership working to ensure all parents have opportunities to support and share information about their child's learning at home in order to contribute to the ongoing assessment of their child's progress
- improve self-evaluation by taking into account the views of parents and children to effectively identify strengths and weaknesses and develop a clear improvement plan that supports children's achievements over time.

Inspection judgements

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

Children are happy and secure in this child-friendly environment. The practitioners know the children well and talk confidently about their individual routines. They provide a range of activities and experiences that cover all areas of learning. Children are able to access a selection of resources and are given opportunities to make their own choices. However, practitioners do not assess children's ongoing learning needs well enough to extend learning from their known starting point. As a result, learning experiences do not fully match children's needs and do not always have sufficient challenge to help children make the best progress.

The baby room is well organised and good quality resources are readily available to support children's learning and enjoyment. Babies particularly enjoy exploring the various areas, where they examine the metal utensils remove them from the storage box and climb into the box. This supports their physical development and encourages their natural curiosity. Most of the time practitioners appropriately communicate with the children and ask meaningful questions to encourage children to talk about their play. Children listen well to stories and confidently answer questions, which promotes their listening skills. Practitioners use flash cards so that children learn the routine of the day, such as when it is time to get ready for lunch. Older children develop their imagination when they go shopping using the books as items purchased. They use their counting skills well in everyday situations and they show a good understanding of addition and subtraction as they talk about their age and how old they will be at their next birthday.

Children develop their understanding of nature as they play in the outdoors observing the fields and trees around them. Practitioners plan festivals and activities using a good range of resources, which reflect diversity and disabilities. Children from other cultural backgrounds are well integrated into the nursery and their cultural differences are supported. Children have opportunities to use programmable toys and other equipment to support their knowledge of the world. They thoroughly enjoy outdoor play where they have good opportunities to support and develop their small and large physical skills.

The key person supports engagement with parents who contribute to initial assessments of children's starting points on entry and at their progress check at age two. Some parents comment they are kept well informed about their children's achievements and progress and they are able to view their child's learning journey at any time. However, parents are not fully encouraged to share information about their child's learning and development at home, in order for practitioners to use this when planning activities to effectively support children's progress.

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

Children on arrival feel secure in the nursery as most of the practitioners take time to talk to each child individually so that children feel they are special and valued. Practitioners in

the baby room complete daily diaries for parents, which are viewed daily and can be taken home. Premises are safe because the nursery has procedures in place to identify and prevent any potential hazards. All areas used by the children are risk assessed on a regular basis. Practitioners obtain all consents and permissions as required, all of which keep children safe and promotes their well-being. Good hygiene standards are maintained throughout the nursery. Nappy changing routines are consistently adhered to, so that children are changed at regular intervals throughout the day.

Children's understanding of their own health and well-being are given careful attention by practitioners as they develop children's understanding of healthy eating. They provide healthy options for snacks and meals and are mindful of allergies and dietary requirements. Snacks and meals are prepared on the premises using fresh produce of high quality. The cook designs the daily menus to include a choice of a meat or vegetarian meal. Children use their self-help skills as they helping themselves to their chosen lunch. Older children see to their own personal needs, such as independently accessing the toilets. They know that they need to wash their hands after using the toilets or playing in the outdoors so as not to spread germs.

Outdoor play features strongly for all children who benefit from using their outside area, which is spacious and well equipped with interesting and challenging activities to support their all-round development. They enjoy riding on the wheeled toys, ball games and building with the bricks. Babies are given daily opportunities to enjoy being outside in the fresh air, this fully supports their physical development and well-being. In addition, older and more able children enjoy the planned indoor daily exercise session where they move their bodies and talk about their hearts and keeping fit to support their healthy lifestyle.

Children develop confidence and self-esteem as the practitioners encourage and support them in new activities. They are encouraged to interact and socialise with their peers, and they provide opportunities for them to mix with others. This helps to prepare young children for the transition and readiness to school. Practitioners generally manage behaviour well and they create an environment where everyone is encouraged to be kind and helpful.

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

The management and practitioners have an understanding of the Statutory Framework for the Early Years Foundation Stage. This has a satisfactory impact on the care and education of the children who attend. However, they have not reviewed or reflected on their service through self-evaluation on a regular basis to ensure further improvement of the provision. Practitioners add their ideas in support of improvement through their appraisals, supervision and comments on the staff notice board. However parents and children's views are not sought. Management identified an area for improvement, such as further training for all staff in order to promote early language skills and attendance on a course has been secured. Recommendations from the last inspection have been appropriately addressed.

Management and practitioners have a good understanding of their responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. They have a good knowledge and understanding of how to protect children in their care and the procedures to follow. Children are supervised at all times and staffing ratios are maintained to ensure children's needs are met. Management regularly support practitioners through training to ensure they keep up to date with changes. They efficiently manage their service through following clear procedures and maintaining record keeping systems relating to attendance, evacuations, medicine administration and accidents. These ensure that children are kept safe, protected and supported. In addition, they regularly review their written risk assessments and assess the environment to maintain children's safety. Equality of opportunity is promoted and all children are welcomed into the nursery. The relationships the children have with the practitioners reflect their feelings of security and trust.

Parents are involved in their child's nursery life through questionnaires, parents' evenings and occasional daily sharing of information. Parents and carers verbally comment on their satisfaction of the care and education provided and the welcoming environment. A few parents have completed questionnaires, which contain positive comments about the care and education their children receive. Policies and procedures are shared with parents and this supports children's welfare. Practitioners understand about sharing information between settings when children attend more than one provision to promote continuity of children's learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY440889
Local authority	Cheshire East
Inspection number	909598
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	124
Name of provider	Safehands Green Start Nurseries Limited
Date of previous inspection	02/08/2012
Telephone number	01270 748 234

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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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