

Safehands Green Start Nursery @ Preston

162 Ribbleton Avenue, Ribbleton, PRESTON, Lancashire, PR2 6DB

Inspection date

Previous inspection date

28/05/2013

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

- Children enjoy their time at the nursery and form positive relationships with staff, so are ready to learn.
- Positive relationships with parents and carers are well established. This contributes well to children's well-being and enables them to make good progress in their learning and development.
- Staff effectively support older children's independence, which promotes their confidence and self-esteem.
- Children who are learning English as an additional language are supported well. This helps prepare them for school.

It is not yet outstanding because

- Older children's ideas and thinking and individual interests are not always reflected within the environment, in order to extend their learning and maximise progress.

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 children's activities indoors and outside, and the staffs' interaction with the children.
- The inspector held meetings and discussions with the operation managers and staff of the nursery, including some key persons.
- The inspector looked at the nursery's self-evaluation and at a representative range of documentation. This included children's learning records, staff development records and some daily records.
- The inspector completed a joint observation with the deputy manager of the nursery in the playroom.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Michelle Britch

Full Report

Information about the setting

Safehands Green Start Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Ribbleson area of Preston in Lancashire. The nursery serves the local area and is accessible to all children. It operates from a detached house and the children are cared for on the ground and first floor of the main house. There is a fully enclosed area available for outdoor play. The pre-school occupies a separate, single storey building located directly behind the main building, with its own play area.

The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one member of staff at level 2. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 42 children attending who are within 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.

What the setting needs to do to improve further

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

- reflect on and review how the educational programme and the learning environment can be used more flexibly to fully support older children's ideas, thinking and individual interests and fascinations.

Inspection judgements

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

Children are happy and clearly enjoy their time in the setting. Staff have a good knowledge of the seven areas of learning and are fully aware of the revisions to the Statutory Framework for the Early Years Foundation Stage. Observation, assessment and planning systems to meet the requirements are in place and tracking systems linked to the 'Development matters in the Early Years Foundation Stage' guidance is used to show progress for each individual child. Children are showing typical development for their age and are making good progress, given their starting points and capabilities. However, there is scope for the staff to consider using the education programme and environment more flexibly and creatively to consistently follow children's own ideas, thinking and fascinations. For example, more could be made of children's interest in super hero play as a pathway to helping them learn other things. Children who have English as an additional language are supported very well through individual education plans. This is achieved

through individual support when needed. The staff know their key children extremely well and have high expectations of what they can achieve. They recognise the importance of planning around the prime areas for the younger children. For example, staff speak clearly and enthusiastically to babies. They make good eye contact with babies and praise and echo their efforts to speak as they develop from babbling to making recognisable sounds. This means that younger children develop strong speaking skills. Staff speak with older children throughout all activities and extend their language through stories and lively conversations. For example, in the pre-school room, children learn about healthy routines and take turns to use the visual aids to act out their routine in the morning. The staff are enthusiastic, make learning fun and use these sessions to help children develop their thinking skills and make connections by asking them open-ended questions. Consequently, the teaching and learning is good.

Overall, children have broad opportunities to develop their physical skills in the nursery. Staff encourage crawling babies to stand and take their first steps with gentle support. They hold babies' hands as they walk, gradually taking one hand away and then the other as babies grow in confidence. This helps to strengthen their leg muscles ready to become independent walkers. Toddlers and young children have the opportunity outdoors to challenge themselves on the climbing equipment and the scooters and cars. They also learn to move their bodies to music as they take part in weekly dancing classes. As a result, they learn to manage risks and to move in a variety of imaginative ways. Children express themselves through lots of arts and craft activities. They model with dough, make textured pictures with wool, paper, paint, glue and sprinkle with glitter. There are many examples of children's vibrant work displayed around the room where they can see them. This means that children can take pride in their creative achievements.

Staff have effective relationships with parents and they regularly share information about the children's routines and the progress they make through daily interactions, parents evenings and termly progress reviews. Staff ask parents to share all that they know about their children and they are regularly informed about the achievements their children make within the setting. Staff in the over two-year-olds room are fully aware of the progress check assessment at age two. They are in the process of planning meetings with parents to formally discuss this assessment and report on their child's individual characteristics of effective learning and progress within the Early Years Foundation Stage. Children in the pre-school are very well prepared for starting school. The staff support the children in early writing skills, recognising letters, numbers and developing independence skills. The setting welcomes teacher visits from local schools and staff prepare reports on each child. This successfully supports children's transitions.

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

Children are happy and settled because they benefit from a strong key person system. Key persons work closely with families to make sure that they know all of the children's specific needs when they first join. As a result, children know that they have a special person to turn to in the nursery if they need support or comfort. Babies cuddle on their key persons' lap and they sing their favourite songs to help them settle when tired. They explore their environment safely, knowing that they can return for a comforting cuddle if

they need to. Older children benefit from a secure handover between parents and key persons. Key persons update parents at the beginning and end of every session so that they can respond to any changes needs, for example, when trying new foods. This means that they continue to meet children's changing welfare needs.

Children demonstrate high levels of confidence and self-esteem; they move freely around the nursery, cooperate with peers and are keen to share their activities with staff. Children's behaviour is good and their sense of belonging is demonstrated by their familiarity in routines. For example, they line up to make a train and stay close together whilst they make their way to the outdoor area. The staff have a consistent approach to managing behaviour. They praise positive actions and model good behaviour and language. Older children stop activities to help show the younger children how to play with resources appropriately. Children show respect and care for others. Children have strong opportunities to learn to protect their own health. For example, they enjoy a selection of nutritious snacks and their individual dietary needs are known by all staff. They choose from a selection of meals and pre-school children develop their skill and coordination as they serve themselves. They tuck into meals with enthusiasm and enjoy sitting with their friends. This helps them enjoy their food. This supports their independence, helps prepare them for school and supports them to develop an understanding of the importance of a healthy diet. Children are competent at managing their personal needs relative to their ages. They enjoy daily outdoor play to support their good health. They energetically join in with physical play, such as playing football and climbing the outdoor apparatus. Pre-school children show good levels of knowledge and understanding of their own needs as they talk about the effects of exercise on their bodies, such as being thirsty after running around and sleeping so that their legs will get energy back.

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

Management and staff demonstrate good knowledge and understanding of the safeguarding and welfare requirements. The management team have high ambitions and are currently in the process of moving to new premises, designed, redecorated and equipped by themselves and the very supportive staff and parents. Recent changes to the management structure have resulted in a thorough evaluation of the setting taking place. The effective process of self-evaluation highlights the strong emphasis on aiming to provide a setting, which is fully conducive to children's learning. The manager has a realistic overview of the setting's performance and, as a result, a clear and targeted development plan has begun to improve the care and education of children. There are effective systems in place to monitor and evaluate the whole provision which the staff, children and parents are fully involved in. The staff team work very well together and report that they feel well supported and valued. There are detailed risk assessments in place to enable staff to provide a safe and secure environment where children can freely move in safety. Efficient systems for professional supervisions are in place, based on staff self-appraisals and discussions during one-to-one meetings with the manager. Staff are regularly observed by the manager to ensure that their practice is effective. As a result, strengths and weaknesses of staff practice are identified and they are supported to

improve their practice through professional development training.

Staff foster excellent relationships with parents and carers. They receive good quality information about their children's progress based on consistent and precise assessment. This is monitored to ensure those who may need extra support are quickly identified. Parents are extremely complimentary about the setting and the service it provides. They comment that the staff are friendly and approachable. Parents say that they know their children are happy and thoroughly enjoy their time in the setting.

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	EY455369
Local authority	Lancashire
Inspection number	894837
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	96
Number of children on roll	42
Name of provider	Safehands Green Start Nurseries Limited
Date of previous inspection	not applicable
Telephone number	01772792484

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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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