

Safehands Green Start Nursery @ Colne

Derby Street, COLNE, Lancashire, BB8 9AA

Inspection date

Previous inspection date

20/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Staff do not effectively plan challenging and enjoyable activities and resources to meet children's individual needs, interests, stage of development or to sustain their interest. Development summaries do not give an accurate assessment for parents, or encourage partnership working in the child's best interests.
- Staff do not consistently manage everyday nursery routines in a way that maintains a relaxed and effective learning environment. They do not consistently promote children's communication skills by listening carefully and allowing children to initiate conversations.
- Staff do not have appropriate behaviour management training or consistently manage children's behaviour in a manner that is appropriate and to enable children to develop a good understanding of right from wrong.
- The systems used by management to reflect and evaluate their practice are weak. They do not effectively identify and address areas that require immediate action.
- Staff are not effectively deployed to support children's learning and safety. The key person system does not support the needs of babies appropriately.

It has the following strengths

- Regular outdoor play promotes children's physical skills and well-being.

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 main playrooms, the conservatory and in the outdoor play space.
- The inspector held meetings with the deputy manager of the provision and with members of the staff team.
- The inspector sampled documents including children's development records, policies and procedures.
- The inspector observed the resources and equipment on offer and how they are organised to support children's learning and play.

Inspector
Linda Shore

Full Report

Information about the setting

Safehands Green Start Nursery @ Colne was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in old school premises in Colne, Lancashire and is managed by a private company. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is a fully enclosed area available for outdoor play.

The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 4, 3 and 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 26 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 and children with special 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:

- plan challenging and enjoyable experiences for children in all areas of learning by: improving knowledge and understanding of the learning and development requirements; using robust observation and assessment of children's learning to identify their emerging needs and inform next steps in their learning
- develop the key person system to ensure that young children's needs are effectively met. Address any learning and development needs in partnership with parents and relevant professionals
- ensure the lead practitioner for behaviour management has the necessary skills to advise other staff on behaviour issues and ensures implementation of behaviour management policies and procedures is effective and suitable
- implement effective self-evaluation systems and use this to drive future improvements by fostering a culture of continuous improvement, identifying the setting's strengths and weaknesses accurately and taking appropriate action
- ensure staff are deployed to: meet all children's needs; ensure that children are all adequately supervised; protect all children from danger.

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

- allow time for children to start conversations, give children thinking time and wait for them to think about what they want to say and put their thoughts into words
- effectively manage everyday routines so that it is calm and orderly to support children's learning, specifically relating to mealtimes and circle time.

Inspection judgements

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

Although educational programmes cover the seven areas of learning, staff do not effectively plan challenging and enjoyable experiences to sustain children's interests. Consequently, at times children are bored and distracted and display unwanted behaviour. Although staff are appropriately deployed in the morning, one member of staff is removed from working directly with children to prepare their snacks and lunch. This has a significant impact on supporting children because a lot of time and attention is spent

trying to maintain order in the group. Staff resources are spread very thinly, consequently, there is too little focus on quality teaching. Staff do not manage children well at these times. Children spend time running around indoors, throwing toys and being generally unruly. This disrupts the learning of others who are interested in playing with sand, water or play dough.

Staff gather appropriate information about children's starting points because parents complete an 'All about me' initial assessment record. Regular observations are carried out and include children's next steps to generally support their learning and development. Staff undertake half termly summary reports and these are shared with parents, enabling them to contribute to their children's learning. However, the summary reports do not always provide an accurate assessment of children's development. Therefore, parents are not kept up-to-date with their child's development needs, which does not promote close partnership working in the child's best interests. Children with special educational needs and/or disabilities do not make sufficient progress because targeted support is not put in place following identification of developmental delay .

Children's speech and language skills and understanding of the world they live in is supported as children receive weekly French lessons. More able children are confident talkers and at times staff ask children open-ended questions and pay an interest in children's time at home. However, staff do not consistently give children time to initiate discussion, give them thinking time and wait for responses to effectively promote their communication and language skills. Children who have English as an additional language are supported as information from parents is used to contribute to planning celebrations and festivals from other cultures. Children benefit from using information technology to support their learning about how things work. The computer is used confidently by some children which means they develop vital skills for later learning. However, overall, children do not make sufficient progress in their learning to prepare them for school.

Children look at books independently and they have access to a range of books to promote their interest in printed material. Older children use number words spontaneously and inform adults that they are four years old including the date and month of their birthday. Children are beginning to learn about the natural world by taking part in growing activities. For example, they have recently joined to take part in 'Colne in Bloom' and have plans for new plantings in the raised beds. Children's creative and imaginative skills are developing. They enjoy playing in the home corner where they make meals and serve tea and coffee. They have access to a range of resources that reflect positive images of different cultures and the wider world and participate in celebrating festivals. For example, Chinese New Year, Easter and Christmas. Staff attempt to read children a book but they show little interest in listening or being involved. Younger children turn their backs to staff and look at a book independently, while others try to wander off to play in the home corner. Staff tell children to sit down but this is not always effective.

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

Staff do not effectively manage mealtime and circle time routines to ensure these are a relaxed, calm and social experience that supports children's learning. The mealtime

routine is chaotic. Consequently, children display unwanted behaviour hitting their friends, fighting each other with cutlery and banging their hands on the table. Staff tell children to stop and sit down without any explanation and with little effect. This means children are not able to gain a good understanding of right and wrong or what is expected of them. This does not prepare children appropriately for school or the next steps in their learning.

Children generally leave their carers with ease demonstrating some positive relationships are built with staff. New children are comforted by staff and given clear direction on routines and where to find the toilets. However, the key person system does not promote the formation of appropriate bonds and secure emotional attachments with carers. Baby room staff spend alternate days in the baby room. However, this means children do not have a consistent carer or the opportunity to build special bonds. This refers in particular to very young children and those in need of additional support.

Some children are developing a sound understanding of how to use the toys and resources safely. This is because some staff use gentle reminders and give clear instructions when talking to children. For example, they remind them about how they should take care as they step onto the stilts and to hold the rope firmly. Children benefit from daily outdoor play for fresh air and exercise. They enjoy pushing wheeled toys in the outdoor play area. Others use tricycles confidently and they negotiate space well. They climb, slide, throw frisbees and kick balls. Through planned outings children go on trips within the local community, such as the library. Children receive healthy cooked meals and snacks, which enable them to develop an awareness of healthy eating habits. Children are cared for in a clean and generally well-maintained environment. Staff follow appropriate hygiene routines when changing younger children. Children are encouraged to wash their hands at appropriate times to reduce the spread of cross infection. Relevant information is obtained about children's individual dietary needs enabling them to receive the correct foods. This means children are beginning to learn the importance of a healthy lifestyle.

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

Children's learning, development and well-being is compromised because the setting is breaching safeguarding, welfare, learning and development requirements. Children are not adequately supervised, particularly after dinner. Young babies are cared for in the pre-school room while staff cover each other for breaks. This practice does not keep children safe as babies have access to toys meant for older children and put small pieces into their mouths while staff are distracted. Unruly behaviour by older children puts babies at risk as they run around unchecked. This poses a serious risk to babies crawling on the floor. Staff have a sound understanding of safeguarding issues to enable them to follow appropriate procedures should they have a concern about a child in their care. The inadequate behaviour management is also a breach of the Childcare Register requirements.

Children are cared for by staff who have gone through suitable vetting procedures. Staff's training needs are identified through ongoing appraisal, supervision and observation sessions led by management. These quality assurance measures are new to the nursery and are not yet fully embedded. Staff are encouraged to attend training to support their

knowledge and professional development. All staff have food hygiene certificates and health and safety training is booked. However, staff do not yet all have suitable training for the roles they take on. In particular, the lead person for behaviour management does not have the skills and training to ensure staff practices are good enough.

Staff develop positive relationships with parents and children's extended family. Children have access to a sufficient range of age-appropriate toys. They are stored on low-level units to enable them to make some choices about their play. Although there are processes in place for reflective practice, they are weak and do not effectively identify and address the areas that need immediate improvement. This demonstrates a poor capacity for improvement. Children with special educational needs and/or disabilities do not receive appropriate support because the nursery does not work effectively with outside agencies to obtain advice from relevant professionals.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children's behaviour is managed in a suitable manner (How the childcare provision is organised)
- ensure that children's behaviour is managed in a suitable manner (How the childcare provision is organised).

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	EY455380
Local authority	Lancashire
Inspection number	894839
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	64
Number of children on roll	26
Name of provider	Safehands Green Start Nurseries Limited
Date of previous inspection	not applicable
Telephone number	01282860797

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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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