

Safehands Green Start Nursery

Victoria Road Primary School, Victoria Road, NORTHWICH, Cheshire, CW9 5RE

Inspection date	01/07/2013
Previous inspection date	16/07/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 are happy, confident and secure. They are highly engaged in their play and learning throughout the day and make good progress in their development from their individual starting points.
- Children benefit greatly from free access to indoor and outdoor play areas and have lots of freedom to make choices in their play. Therefore, they are able to extend their play and develop high levels of independence.
- Strong links are established with other professionals, and the co-located children's centre and school. These ensure that parents and children are given high levels of care, guidance and support and enables children to make a smooth transition into school.
- Young children develop very good physical skills as they use a range of challenging equipment for balancing and climbing.

It is not yet outstanding because

- Toys and resources in the pre-school room are not always maintained to the highest standard to support children in their learning as well as possible.
- At times staff do not take opportunities to fully extend children's already good writing and number skills during the free play sessions.
- There is scope to further encourage all parents to take advantage of opportunities to share information regarding their children's progress and experiences at home and at nursery and to use this increased knowledge to further extend children's learning.

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 spoke to children and observed activities in playrooms and outdoor play areas.
- The inspector held a meeting and conducted a joint inspection with the area manager. The manager was not present on the day of inspection.
- The inspector spoke to members of the staff team about the progress of their key children and their understanding of the nursery's policies and procedures.
- The inspector looked at children's observation and assessment records, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector took account of the views of parents and children spoken to on the day of the inspection.

Inspector

Barbara Wearing

Full Report

Information about the setting

Safehands Green Start Nursery was registered in 2012. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned by a limited company and operates from purpose built premises situated in the grounds of Victoria Road Primary School in Northwich, Cheshire West. The setting serves the local area and has strong links with the school and co-located children's centre. Children have access to three indoor play areas and three, enclosed outdoor play areas. The setting is accessible to all children.

The nursery employs 14 members of childcare staff, 13 of whom hold appropriate early years qualifications. Four staff have a qualification at level 3, two have a qualification at level 6, five have a qualification at level 2 and two staff have Qualified Teacher Status. The nursery opens Monday to Friday from 8am until 6pm all year round with the exception of public holidays. Children attend for a variety of sessions. There are currently 147 children attending the nursery who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The setting also offers before and after school care to children aged five years to eight years who attend the co-located school. This is offered from 8am to 9am and from 3.15pm to 6pm term time only. The nursery supports children with special educational needs and/or disabilities and 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:

- take further opportunities to extend more able children's already good writing and number skills. For example, by making sure a range of print, numerals and writing materials are always available in various areas of the indoor and outdoor environment and actively encouraging children to use these in their play
- enhance further the pre-school play environment by ensuring that toys and resources are well maintained and returned to the correct place at the end of the play sessions
- develop more robust ways to encourage all parents to take full advantage of opportunities to share information regarding their children's learning and experiences at home and at nursery.

Inspection judgements

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

Children are supported well in their learning by staff who have a good knowledge and understanding of their skills, abilities and interests. They regularly record observations of children and these are summarised every six weeks in the form of progress summary reports and include the 'progress check at age two'. They clearly show children's achievements and identify next steps for their learning. Staff refer to these and the Development matters in the Early Years Foundation Stage to plan a range of stimulating activities to support children in reaching their next steps. Children's progress towards the early learning goals is clearly tracked and any gaps in their learning are quickly identified. Overall, children make good progress from their individual starting points and develop the range of skills needed for the next steps in their learning, including school.

A range of initiatives have been introduced to encourage parents and staff to share information regarding children's experiences and learning and to share ideas regarding childcare issues. These have included the introduction of a 'dummy tree' for children to place their dummy on in exchange for a book. This helped parents to support their children's language development and encouraged them to share books together. Children's learning journals are available to parents at all times. Summary progress reports include a section for parents and children's comments and parents are invited to regular parents' evenings to discuss their children's progress. However, not all parents attend the meetings or regularly look at their children's learning journals. This means systems are not in place to ensure that all parents are always fully involved in regular discussions regarding their children's progress. Staff work very closely with parents if there are any concerns regarding their children's development and with parents whose children have special educational needs and/or disabilities. Children who speak English as an additional language are supported very well. A member of staff who is Polish is a great asset to the nursery. She talks to children in their own language, giving them the confidence and security to develop their skills in English, as well as developing skills in other areas of learning. All staff learn key words in children's first languages and use visual prompts to ensure that they are fully included in all aspects of nursery life.

Children are confident communicators and are keen to voice their ideas and wishes. Staff listen to children carefully and ask questions to encourage and develop their thinking and extend their vocabulary. Staff working with babies role model language well. They ask them to name objects they are playing with and extend their language by giving commentary on their play. A baby correctly tells staff they are playing with a toy 'fish' and points to the fish's and their own eyes and mouth when asked to by staff. They talk about where fish live and go to look at the fish kept in the pre-school room. Babies enjoy many opportunities to explore the good range of toys and resources that stimulate all their senses. A baby giggles as they play in the sand, repeatedly knocking down a sand castle. The child picks up the sand and watches it fall through their fingers and wriggles their toes as they feel it with their bare feet. The baby room is very well organised to support babies in their good physical development. This allows children of different ages and stages to develop their skills in sitting up, crawling and walking in a safe environment.

Children of all ages benefit greatly from free access to stimulating outdoor environments. These provide good levels of challenge and support their physical skills very well. Two-year-old children demonstrate their excellent skills in climbing, coordination and balancing as they clamber on crates and over chairs that they have arranged as a bus. Staff extend their imaginations and language as they ask them where they are going and what they plan to do when they arrive. Pre-school children ride bikes, skilfully avoiding obstacles. They queue up for petrol or at imaginary traffic lights and staff ask them to decide how many children should go through next. Children count as they go through, practising their numeracy skills. Staff take various opportunities during free play sessions to encourage children to count and calculate and to learn about shape and measure. Children who are making cakes using play dough are encouraged to decide the number of candles they want. Staff help them to add one on to their age to calculate how old they will be next birthday. They then ask them if they have enough and they calculate how many more they need. Staff engaged in play with children in the block area ask questions and use mathematical language to encourage children's understanding of shape, measure and position. Learning journals and planning show that some children are beginning to recognise numerals and that small group activities are planned to support this learning. However, there are fewer numerals on display in the play environment, which means opportunities are not always maximised to encourage children to practise and develop these skills during free play activities.

Children have access to a range of materials that encourage them to make marks and to write. They make marks using their fingers in the sand and there are some examples of children's emerging writing skills on display. However, there is scope to extend children's writing skills further by making better use of a wider range of resources and increasing the range of print and labels within the different play areas. Children develop a love of books. They enjoy looking at books on their own and with their friends and join in with stories read by staff. A younger child takes a favourite book to a member of staff and other children join them to listen to the story. Staff skilfully extend the activity and support children's literacy, mark making and creative skills by suggesting they draw pictures from the story. Children, generally, have access to a varied range of creative art materials and their artwork is attractively displayed around the room. This shows that their individual creativity is nurtured and valued.

A range of well-organised trips within the local community and further afield support children in developing many skills, including a good understanding of the world. Children and staff recently planned a trip to a local supermarket to buy ingredients to make sandwiches. They wrote shopping lists, used the computer to find a map and drew their own maps showing the route they would take and talked about numerals and counting when paying for their goods. During the trip they learnt about road safety and on their return they made their own sandwiches. This activity supported children in all seven areas of their learning. Children learn about and observe changes in the natural world. They have observed frogspawn and tadpoles that they have released into a local pond that they regularly visit. A group of children find a leaf in the outside area and staff encourage them to study it carefully using a magnifying glass. Staff plan activities and make resources available that help children learn about their own and others' lifestyles, cultures and

celebrations.

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

Children are confident and secure as they build strong bonds with nursery staff, particularly their key person. They are treated with care and respect as unique individuals and develop a high self-esteem. Children are highly independent in their learning as they are given a great deal of choice and freedom to explore a wide range of resources in various areas indoors, and outdoors. These provide stimulation for children of all ages and promotes their good progress in all areas of learning. However, toys and resources within the pre-school room are not always well maintained or returned to the correct area at the end of each session. This means that children cannot always easily access resources to fully maximise all aspects of their learning. Children are beginning to learn to take responsibility for caring for their environment. Younger children eagerly help to sweep up leaves in the outdoor play area and older children enthusiastically wash their own plates and cups when they have finished their snack.

Staff work closely with parents to ensure that they have a good knowledge and understanding of children's individual needs, which they meet accordingly. This enables children to settle happily in the nursery and ensures that their welfare and safety is promoted well. Parents and staff work particularly closely to establish consistent approaches to behaviour management and toilet training and to develop social skills, such as turn taking and sitting at the table during meal times. Children, generally, play happily within the appropriate boundaries at the nursery. Staff are consistent in their positive approach to behaviour management. They gently remind children of the boundaries when necessary, routinely praise positive behaviour and skilfully distract children to prevent unwanted behaviour.

Children are supported well by their key person as they move into different rooms in the nursery. Excellent links with schools, especially the co-located school, greatly support children's transition to school. There is an interconnecting door between the Reception class of the co-located school and the nursery's pre-school room. This is opened on a daily basis in the final weeks of the summer term. It allows children and Reception staff to get to know each other and for children to familiarise themselves with a new environment, while having the security of the nursery setting and staff. Visits are arranged between staff at other schools children transfer to in order to share information to ensure a smooth transition.

Healthy lifestyles are promoted very well as children spend much of their time outdoors where they benefit from fresh air and exercise. They develop their self-help skills as they serve their own dinner and choose from an excellent selection of nutritious, freshly prepared meals. These are attractively presented in a way that encourages children to try new tastes and learn about different food types. Hygienic routines are followed, such as hand washing and nappy changing routines, to prevent the risk of cross infection. Visits to the nursery from professionals within the community support children's understanding of keeping themselves safe and healthy. These have included visits from dental health

professionals, police and crossing patrol staff.

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

Rigorous recruitment and selection procedures are in place to ensure that staff are suitable and have appropriate qualifications and skills to care for children. They have a very secure understanding of their role in regard to safeguarding children from the risk of abuse and harm. They know the signs and symptoms of abuse and of the correct procedures to refer any concerns to the appropriate manager or agency. Staff are clear that the welfare of children is paramount at all times and have a clear knowledge of the nursery's whistleblowing policy. Close links are established with the co-located children's centre and other agencies to support parents in caring for their children and to protect children from the risk of harm.

Children's safety and welfare is promoted well. A comprehensive staff induction is in place to ensure that staff are fully aware of their roles and responsibilities and to ensure that the nursery's policies and procedures are consistently implemented. Regular risk assessments are conducted for activities, all areas of the building, indoors and outdoors, and for trips and outings. These ensure that any hazards are quickly identified and action is taken swiftly to reduce the risk of accidental injury to children. The nursery building is safe and secure and children are supervised closely throughout the day. Parents and children are greeted as they enter the building and staff supervise closely as children are collected at the end of the session. Robust systems are in place to record accidents and these are regularly reviewed as part of the risk assessment process.

There is a clear and effective management structure within the nursery. Staff report that they feel valued and are supported well by the management team. They are motivated and share a strong commitment to the continual improvements of the nursery provision. The management team have a clear understanding of their responsibility in meeting the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They have an accurate knowledge of the strengths and areas for development within the nursery as they have comprehensive systems in place for self-evaluation. Managers routinely seek the views of staff, parents, children, other professionals and the local authority when reflecting on the quality of the provision and to identify areas for improvement. Recent developments within the nursery have included the development of a small 'wild bird garden' following the suggestion of a parent. Parents, staff and children worked together to develop the area to extend opportunities for children to learn about and explore the natural world. Feedback from parents is, generally, very positive. They particularly appreciate the close bonds staff build with their children and the range of activities that they engage in at nursery.

The nursery have taken appropriate action in response to recommendations raised at the last inspection and have recruited more highly qualified staff to further improve challenges for children in the pre-school room. Recently introduced tracking systems enable managers to have a clear overview of the progress individual and groups of children are

making in all areas and aspects of their learning. This enables them to accurately identify areas in which children may not be progressing as well as others. They can, therefore, review how well their educational programmes are supporting these areas of learning and take action to improve these. Observation, assessment and planning systems are routinely reviewed to ensure that they are accurate, purposeful and identify any gaps in children's learning. Action is taken swiftly to ensure that effective links are in place with a wide range of professionals. This provides children and families with additional support when needed to help all children make good progress.

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	EY440887
Local authority	Cheshire West and Chester
Inspection number	924914
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	147
Name of provider	Safehands Green Start Nurseries Limited
Date of previous inspection	16/07/2012
Telephone number	01606 40811

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

