

# Safehands Green Start Nursery

Blackpool Football Club, Seaside Way, BLACKPOOL, FY1 6JJ

<b>Inspection date</b>	05/09/2013
Previous inspection date	30/07/2012

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

## The quality and standards of the early years provision

### This provision is satisfactory

- Children with special educational needs and/or disabilities and children who speak English as an additional language are making good progress because staff provide targeted, effective learning opportunities.
- Children behave well because staff plan activities to develop cooperation and sharing and they praise children for their efforts.
- Parents comment positively about the care their children receive and the information staff share with them about their care and learning.

### It is not yet good because

- Methods of managing the performance of staff are not robust enough to ensure all staff fully understand all the nursery policies, implement effective routines or plan appropriate next steps for children's learning.
- Information gathered from parents on enrolment does not include what they know about their children's learning, to support staff to accurately plan for children.
- Data collected about the progress children are making is not analysed to identify any gaps in the development of specific groups of children or to highlight weaknesses in learning areas, for example, some aspects of understanding the world.
- For some children, mealtimes are not always effectively organised to fully support their 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 staff and children engaged in a range of activities indoors and in the garden.
- The inspector spoke to a number of staff and examined a sample of staff records, such as recruitment details, training and performance management information.
- The inspector completed a joint observation of staff practice with the manager and held a meeting with her and the operations manager for the nursery group.
- The inspector examined a sample of children's learning records and enrolment forms.
- The inspector took account of parents' comments and the self-evaluation document submitted to Ofsted.

## Inspector

Valerie Aspinall

## **Full Report**

### **Information about the setting**

Safehands Green Start Nursery re-registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of a number of settings owned by a limited company, and operates from self-contained premises within Blackpool Football Club Stadium. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 18 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3, and one holds level 2. The nursery opens Monday to Friday all year round, from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 110 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It 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 meet the requirements of the Early Years Foundation Stage the provider must:**

- enhance the information gathered from parents at the start of care, to include what they know about their child's development, in order to identify each child's starting points and more effectively plan to help them make progress from the very beginning
- ensure that the performance of staff is supported more effectively by offering regular supervision, focusing on the skills and knowledge required to effectively support children's well-being and learning, so that all staff understand and implement the nursery's policies and procedures, and effective next steps are planned for children's learning to help them make good progress.

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

- use the information gathered from tracking children's progress more effectively by collating data to identify if any gaps in progress can be attributed to specific groups of children or areas of learning, so that an action plan can be drawn up to address any gaps
- develop a wider range of resources to promote learning in all aspects of understanding the world, for example, by displaying positive images of people from the wider world and providing technological items, such as torches and remote control toys
- review the organisation of mealtimes to ensure that when children serve themselves, other children are not waiting too long and the food remains at an appropriate temperature.

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

Children's learning is generally soundly supported across most of the areas of learning. Some staff follow children's interests and interact to extend their learning. For example, they play 'snap' with children and ask 'Do these pictures match?' During group story time, staff teach children about numbers by asking them to count out how many dinosaur eggs they can see on the pages of the book. They introduce new words, such as 'tyrannosaurus', and model how to pronounce it properly. Outdoors, children have opportunities to develop their senses and refine their physical skills. They enjoy planting a pumpkin, and make mud castles, speed about on bikes and try to catch toy fish in the

water tray. They recall how they let butterflies fly away after watching them develop from caterpillars. As a result, children are helped to develop some of the skills and attitudes to prepare them for their next stage of learning, such as moving on to school. However, there are weaknesses in some aspects of understanding the world. There are very few positive images displayed to promote children's understanding of similarities and differences between people in the wider world. In addition, there are limited resources available to teach children about technology and so they have fewer opportunities to discover how things work.

Babies have a wide range of resources available to them. Staff provide sensory activities, such as sand, water play and paint, to encourage their developing curiosity. Staff model how to use a paintbrush and offer a commentary of what they are doing, modelling language effectively. As a result, babies are active, interested learners. Children with special educational needs and/or disabilities are effectively supported. Individual education plans are in place to ensure children get targeted support, which helps them to make good progress in their learning. In addition, children who speak English as an additional language, particularly Polish children, are well supported. Staff know and use some basic words in Polish and display words around the nursery. Consequently, children's home language is valued and this effectively supports their acquisition of English.

Parents are not asked to share what they know their children can already do on enrolment. Consequently, there are no effective developmental starting points in place, from which staff can begin to plan for children's learning. Staff observe children regularly. However, some observations do not highlight the learning that has taken place or the specific next step for each child so that planning is accurately targeted to meeting children's learning needs. Consequently, the assessment of children's progress is not always based on secure knowledge or evidence. Parents receive verbal feedback on a daily basis and are invited to annual parents' evenings. Termly summaries of children's progress are shared with parents. As a result, they are able to support their child's learning at home.

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

Children begin to form warm, responsive relationships with their key person during the flexible settling-in sessions prior to taking up a place. Staff get to know most children and find out their individual needs, likes and dislikes from an 'all about me' sheet that parents complete. For example, staff in the baby room know the babies who need medicine and have specific dietary needs. Children who are still settling in play, but return to their key person frequently for reassurance; this helps children to feel secure. As children move rooms they are supported by having short visits, getting to know their new key person, before longer sessions develop into a full day in the new room. Some older children getting ready to move on to school have had visits from their new reception class teachers and so are beginning to get to know them. They learn the skills they will need, such as using the bathroom independently, clearing away their lunch dishes and participating in large group activities. Consequently, they are confident and capable of managing their own care needs and are prepared for the transition to school.

The environment is bright and arranged in learning areas. All the playrooms have low-level storage which allows children to independently access the resources. The playrooms do not offer direct access to the outdoor area, and so staff carefully supervise children as they walk to and from the garden through the adjacent car park. Security measures have very recently been improved to ensure that all children in the garden are accounted for and supervised by staff at all times. Staff help children to learn to play safely. For example, they are reminded to put scissors in a safe place and to be careful not to stand on other children's fingers when they are playing on the floor. Children behave well; they are purposefully occupied and praised for their efforts. Staff gently remind them to be kind to each other and play games to encourage cooperation.

Children have healthy meals and snacks which include fresh fruit and vegetables everyday, and drinks are easily accessible. Children have a choice for their main meal, and staff explain why different foods are good for them. Older children serve themselves at lunchtime and independently access the bathroom so they can wash their hands before eating. However, some pre-school children wait a significant amount of time to get their meal as the process is not efficiently organised. Consequently, some children become impatient and food begins to go cold. Children have daily access to the outdoor area. They enjoy spending time in the fresh air running around, riding bikes and playing with soil and water. This allows children to expend lots of energy. As a result, children are learning how to adopt a healthy lifestyle.

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

The inspection took place after notification of a potential safeguarding incident in the nursery. The safeguarding policy was not followed appropriately at the time as, although the correct agencies were eventually informed, there was a delay. However, action has been taken to ensure all staff have revisited, and fully understand, the correct procedures. As a result, a subsequent incident was reported appropriately, regarding a child left unattended in the secure garden, following the policy guidelines. Additionally, the new manager has reviewed the outdoor risk assessment and implemented a more robust procedure. Now there is a headcount of children as they go out and come back in, a list of children taken out is maintained, and each child is named out loud in line before going back to the nursery. These procedures were observed during the inspection to be effective.

The new manager has been in post for just a few weeks. She has sound knowledge of safeguarding procedures and ensures that appropriate records are maintained, for example, registers of attendance and all accidents. Several staff have had recent training in both first aid and safeguarding, and so are able to identify possible signs of abuse and know the agencies to contact if required. Information collected at enrolment ensures staff know each child's health and care requirements and so understand their individual needs. As a result, children's health and safety are generally effectively promoted. Previous consultation with parents through questionnaires and the existing self-evaluation document allows the new manager to reflect on the nursery's strengths and most of the areas for development. She has begun to formulate an improvement plan and has

arranged meetings with staff to share her vision. In particular, she wants to develop peer observations to support the professional development of the staff.

Partnerships with parents are sound; the nursery has utilised a number of methods to involve parents in nursery life. Newsletters, notice boards and questionnaires are used to keep parents informed. Special events are arranged, such as a graduation ceremony for children leaving to start school. As a result, parents comment positively about the setting; they say staff are friendly and they are kept informed about their children's care and development. The manager and staff are committed to partnership working with outside agencies, and attend meetings with health professionals to ensure children with special educational needs and/or disabilities are effectively supported in their learning and development. The nursery also works closely with the other settings in the chain. This helps staff to exchange ideas and share effective practice.

Key persons track the development of individual children. However, there is no data collected by the manager to identify if specific groups of children are making good or less than expected progress. For example, the nursery has a significant number of children who speak English as an additional language whose progress as a group is not collated. As a result, the manager cannot identify if there are gaps in specific areas of learning that could be addressed. In addition, the manager's methods for evaluating the observation and planning for individual children are not fully effective, as they do not always have appropriate next steps for learning in place and assessment of progress is not always secure. Support for staff development, through regular supervision and appraisal, is an area of weakness that the new manager is keen to address. She is aware that some staff need guidance and intends to implement peer observations as a means of evaluating practice and identifying areas for development. Staff have opportunities to access training, and the chain holds regular managers meetings to share best practice. Recruitment of staff is thorough and all the required information and checks are in place to ensure their suitability. The induction of new staff and students is basic. They are given copies of several policies and procedures to read. However, their understanding of them is not formally checked. Consequently, managers cannot identify if staff require additional support or information that would help them to improve the quality of children's care and learning experiences.

### **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

<b>Unique reference number</b>	EY440891
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	930707
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	92
<b>Number of children on roll</b>	110
<b>Name of provider</b>	Safehands Green Start Nurseries Limited
<b>Date of previous inspection</b>	30/07/2012
<b>Telephone number</b>	01253 400 035

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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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