

Safehands Green Start Nursery @ Stalybridge

83 Huddersfield Road, STALYBRIDGE, SK15 2PT

Inspection date	25/09/2013
Previous inspection date	28/05/2013

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

- Effective planning provides children with a broad range of exciting and stimulating activities that engage them and builds on their individual interests and learning needs. As a result, they consistently make good progress in relation to their starting points.
- The key person system is well embedded, which helps children form strong emotional attachments as they are skilfully supported in their play.
- Arrangements for safeguarding children are well established, and clear policies and procedures are implemented consistently to ensure children are kept safe at all times.
- Systems for monitoring staff are focused and the programme of professional development is consistently targeted to ensure that the provision continues to improve on their already good practice.

It is not yet outstanding because

- Information gained from parents on entry does not always provide staff with the extremely detailed information they require to help them to further enrich the planning for children's future learning needs.
- Due to recent refurbishment of the premises, the new pre-school outdoor area is not yet fully resourced with more natural and open-ended materials, to further enhance children's already good exploratory and investigative skills.

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 in all playrooms and the outdoor environment.
- The inspector held discussions with the manager and talked to children, staff and key persons throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector took account of the views of a parent spoken to on the day of the inspection and from parents' written statements.

Inspector

Julie Kelly

Full Report

Information about the setting

Safehands Green Start Nursery @ Stalybridge was opened in November 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Stalybridge area of Tameside, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from a detached building and there are four enclosed areas available for outdoor play.

The nursery opens Monday to Friday, all year round, except for Bank Holidays. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 52 children attending, all of whom 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.

The nursery employs 11 members of childcare staff. Of these, all hold an early years qualification at level 3. The manager holds an early years qualification at level 4 and the deputy manager holds an early years qualification at level 6.

What the setting needs to do to improve further

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

- enhance the depth of information gathered from parents about children's learning and development on their entry to the nursery in order to further enrich the planning process, for example, by reviewing the 'All about Me' booklet

- extend opportunities for pre-school children to enhance their good exploratory skills and further develop their strong sense of curiosity outdoors, for example, by providing an extensive range of natural materials and open ended resources for them to investigate.

Inspection judgements

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

Children's enthusiasm for learning, and the levels to which they succeed, is enhanced by staff who have a good knowledge of the Statutory framework for the early Years Foundation Stage and a secure understanding of how children learn. The indoor

environment is well organised into areas of continuous provision linked to the seven areas of learning and children learn through well-planned, purposeful and challenging activities. As a result, all children make good progress in relation to their starting points, including children whose starting point is below expected levels for their age. Staff are enthusiastic and full of fun and this is reflected in the motivation and enthusiasm of children as they learn and play. For example, during a singing session babies and toddlers bounce up and down and squeal with excitement and delight as they wait in anticipation for the crocodile to come in the 'cuddling monkeys' song. They laugh and interact with staff as they play 'peek-a-boo' with an assortment of coloured scarves. Children are provided with a wide range of interesting and good quality resources to promote their natural curiosity and develop their exploratory skills. For example, they investigate the properties of sand, water dough and paint. However, due to recent refurbishment of the premises, the pre-school outdoor environment is not yet extremely well resourced with more natural and open-ended materials, to further enhance children's good exploratory and investigation skills.

Staff place a high priority on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and school. For example, staff teach children to share and take turns and cooperate with each other as they play. They demonstrate their learning as they play harmoniously together, collaborate with each other and swap resources. Babies and children demonstrate high levels of confidence and independence as they freely move around the environment and make choices about what they want to do. Staff provide skilful and sensitive support to help children to achieve, which effectively builds their self-esteem.

Staff support babies' communication and language development effectively because they intuitively tune in to the individual sounds, words and gestures that they use to communicate. They repeat the sounds they use to further develop their understanding of two-way conversation. Babies thoroughly enjoy this one-to-one attention as they shout out sounds and babble and excitedly wait in anticipation for a response from the member of staff. Staff develop young children's learning in this area very well as they sing songs and tell stories with the skilful use of puppets and props to further enhance their understanding. Staff role model good language and use conversation and a running commentary to describe what children are doing. Furthermore, staff successfully use open-ended questioning techniques to help children to use talk to clarify their thinking. Children are competent at explaining their thoughts and ideas. For example, children say 'You know, there's a snake with a diamond on its head, and if you open your eyes you turn to stone.' Children are given a wealth of opportunities to listen and talk to each other for a variety of purposes to meet their individual development needs. For example, they chat to each other as they socialise at mealtimes and talk about their home and family during circle times. Staff support those children with special educational needs and/or disabilities through very good links with parents and external agencies. Children who speak English as an additional language are effectively supported in their learning because staff find out, learn and use key words in various home languages.

Staff provide children with a wide range of opportunities, activities and experiences to

promote their physical skills. For example, babies enjoy the freedom and space indoors to move, stretch, crawl and cruise along furniture. Staff encourage them to crawl as they hold out toys that excite them just beyond their reach. Older children develop their large muscle control and coordination as they ride wheeled toys, climb and throw and catch balls on the roof terrace outdoor area. Babies develop their small muscle control as they press buttons on interactive toys, turn the pages of a book and handle resources that they can squeeze, pull, suck and shake. Older children develop the fine manipulative skills they need to prepare them for writing as they use scissors, writing implements, thread beads and complete jigsaw puzzles.

Staff gather information on entry about children's favourite activities and their individual interests, and this information along with subsequent observations, is used to plan for children's future learning. However, there is scope to obtain even more detailed information from parents about children's learning and development, in order to further enhance staff's knowledge of children's starting points and enrich the planning process. Staff have a very secure knowledge of each child in their care and a thorough understanding of how they learn and their preferred learning styles. They successfully support children and recognise that they learn through well-planned play in a rich and stimulating environment. The accurate and precise observations and assessments of children ensure that their needs are clearly identified and this information is used effectively to inform future planning. Consequently, any gaps in learning are quickly identified and appropriate interventions can be sought if necessary, to enable all children to achieve their full potential.

Children's progress is tracked through a continuous assessment of their achievements. This helps staff to support them to make good progress in their learning and development, as their unique needs are recognised and planned for. Children's learning journey records are maintained to a good standard and contain a wide range of information, including photographs, detailed observations and examples of their work. Staff in the toddler room are responsible for completing the progress check at aged two which is shared with parents. Children's needs are further enhanced through strong, close and effective partnerships with parents. Staff value parents' input and share information about how they can help their child's learning through simple activities at home. Parents are given information about their children's learning through verbal feedback, babies' daily diary sheets, regular written summaries of children's progress and opportunities to review children's learning journey records.

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

The effective and well-established key person system means that children form secure attachments and their emotional well-being is consistently supported. Babies are looked after by loving, caring staff who intuitively understand and respond to their physical and emotional needs. Staff bottle feed babies on a cosy, comfortable rocking chair and babies demonstrate their contentment as they consistently maintain eye contact and gradually fall asleep. Children are cuddled and comforted if upset and spend quality one-to-one times with their key person engaging in activities, such as sharing stories and rhymes. This enables babies and children to feel safe and secure within the nursery which consequently

has a significant impact on their learning and development.

Staff greet and welcome children and their parents into the nursery, which ensures that the children feel valued and cared for, and that relationships with parents are strong. The arrangements for supporting children as they move from home to the nursery are carefully planned with parents from the point of entry. Staff gather information about children's likes, dislikes, routines and favourite activities. As a result, children very quickly adapt to the environment and daily routines and confidently form new friendships. Effective systems are in place to support children as they move rooms, such as discussions with new key persons, sharing children's developmental progress reports and settling-in visits. Therefore, children experience continuity and consistency of care and learning.

Babies and children demonstrate high levels of independence and competently manage their own care needs. For example, babies feed themselves, toddlers access and put on and take off their aprons and pre-school children serve their own meals. Children learn about the importance of a healthy diet as staff tell them that they need to eat fruit and vegetables to make their bodies grow. Children's learning is further enhanced as they plant, grow and harvest onions, potatoes and carrots in the nursery garden, which they then prepare, cook and eat. Regular activities outdoors and walks in the local community mean that children benefit from daily fresh air and exercise. Cosy areas within the indoor environment give children opportunities to rest and relax and play quietly. Their good health and self-care is securely embedded as they attend to their personal needs. For example, children are independent as they self-select resources, choose their own meals and manage their personal needs in readiness for school. Staff role model good hygiene practices and ensure that surfaces, floors, resources and equipment are maintained and cleaned to a high standard. As a result, children's health and hygiene is successfully promoted, which in turn has a positive impact on their physical and emotional well-being.

Staff help children manage their behaviour as they explain about sharing, distract children with other resources and talk about feelings. They respond to minor disagreements sensitively and calmly and encourage children to think about what they can do to resolve the situation. Children show a secure level of understanding of the behavioural expectations, demonstrating good self-control, as they listen to staff explanations, share resources and play collaboratively together. The age range of children in the rooms means that younger children benefit from the superb role modelling of older children. Through effective daily reminders, staff reinforce the behavioural expectations, such as using scissors safely and not running indoors. Children learn about keeping themselves safe as staff teach them the safety rules of the nursery. For example, as they use the slide outdoors they demonstrate their understanding as they wait patiently at the top for children to move away from the bottom. Staff encourage children to manage their own risks as they teach them how to do things safely. For example, they support children to climb the climbing frame and show them that they can slide down on their front by carefully turning around into the right position at the top. Furthermore, staff teach children about staying safe as they read stories, explain road safety rules when out walking and organise visits from the fire service. Consequently, children's understanding of keeping safe is fully promoted, and ensures that they can play and learn in a safe environment.

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

The manager takes overall responsibility for overseeing the educational programme and ensuring its effective implementation. Furthermore, she oversees and regularly checks children's learning journey records to ensure that they are up-to-date and that observations and tracking accurately reflect children's learning and progress. The manager uses her knowledge, experience and skills to lead the staff team and continually enhance the already good practice. Through robust support systems, such as role modelling, mentoring and coaching, staff are expertly guided to achieve the high aspirations of the manager and senior management team. All staff are passionate and fully committed to their work and the service they provide, and this is reflected in their enthusiasm and the enjoyment they demonstrate when interacting with the children. All recommendations from the last inspection have been fully addressed. For example, parents are now given time to speak to key persons to discuss their child's learning, development and progress at regular parents' meetings. The self-evaluation system is well documented, action plans are in place and areas for development are clearly prioritised. Staff constantly evaluate their practice and the environment to ensure they continue to improve, as they strive to provide the best possible care and education for all children. For example, during staff meetings they discuss areas for improvement, write them on bricks which once actioned successfully form part of a wall. This enables staff to have a visual representation of their progress and how they are successfully improving and building on their already good practice.

Robust recruitment and selection procedures, for example, induction processes, probationary periods and completion of checks pertaining to suitability, ensure that practitioners are suitable, safe and appropriately skilled to work with children. This means that children remain safe and protected. Staff's ongoing suitability and quality of teaching is monitored through supervision, appraisal and a targeted programme of professional development training to address underperformance and increase staff skills.

Staff have a good knowledge and understanding of how to protect and safeguard all children and policies and procedures are known by all staff and implemented consistently. They have attended safeguarding training and this continues to be updated to ensure they strengthen their knowledge, understanding and skills in this area. Staff are fully aware of their safeguarding responsibilities and know what to do and who to contact in the event of a cause for concern. An effective and detailed set of risk assessments, which have recently been added to and reviewed, and daily checks of the indoor and outdoor environment ensure that children can learn and play in complete safety. The vigilance of staff, consistent supervision of children and widespread security systems, such as keypad locks on doors, ensure that children are consistently protected from harm. A secure password system is in place for unknown adults collecting children and verification of the identity of visitors ensures that children are kept safe at all times. The nursery is currently in the process of refurbishment. The manager has effectively carried out additional risk assessments to ensure that potential hazards have been effectively identified so that the building work does not impact on children's safety and well-being. Regular letters have been distributed to parents to inform them of the renovations and they state that they are

confident that children are safe within the environment. Parents appreciate that the reorganisation will significantly improve the environment and subsequently have a positive effect on children's all-round learning and development.

Staff fully understand that working closely with parents has a significant impact on children's learning and development. Partnerships with parents are strong. Children's learning journey records are shared with them and they access a wealth of information in the form of displays, photographs and regular newsletters. A great emphasis is placed on daily face-to-face communications, achieved through the meet-and-greet open door policy. Systems for effective working with local schools and external professionals are in place to provide continuity and consistency for children's care and learning. Reception class teachers are invited to visit the nursery to get to know the children and share their learning and development, which effectively supports children with the transition to school.

Parents are highly complimentary about the nursery and the care and education their children receive. They state that 'children are happy to come to nursery, make good progress and have close relationships with staff'. Parents say that they are 'confident to speak to staff who are approachable and friendly' and are 'fully informed about what their children have been doing throughout the day'. They comment that they enjoy the opportunities they have to look at children's learning journeys and talk to key persons about their learning and development.

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	EY455358
Local authority	Tameside
Inspection number	932934
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	52
Name of provider	Safehands Green Start Nurseries Limited
Date of previous inspection	28/05/2013
Telephone number	01613388866

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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