

# Safehands Green Start Nursery

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

<b>Inspection date</b>	20/11/2013
Previous inspection date	01/07/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	2
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

- There is insufficient planning and adult-led learning opportunities for children in place. As a result, children are not provided with a suitable educational programme that helps them to make progress in all areas of their learning and development.
- Children are not moving forward sufficiently in their learning and development because observations and assessments are inconsistent. Therefore, progress is difficult to assess and gaps in learning are not being identified and acted upon.
- The safeguarding and welfare requirements in relation to risk assessments of the environment are not met. Therefore, children are not fully safeguarded and their welfare is not sufficiently maintained.
- The learning environment in the main room is disorganised, lacks sufficient good quality resources and is not maintained efficiently. Children do not, therefore, have an environment or opportunities, which supports their learning and development needs.
- Existing systems put in place by management to monitor that staff are fulfilling their roles and responsibilities are ineffective. This has resulted in underperformance of staff not being identified or addressed.

### It has the following strengths

- Babies are safe, secure and staff in the baby room provide them with a learning environment, which supports them well in their learning and development.
- Children are freely able to choose to play indoors or outdoors throughout the day.

## 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 viewed all areas of the setting indoors and outdoors.
- The inspector observed interactions between babies, children and staff in the baby room, main playroom and outdoors.
- The inspector carried out a joint observation of an adult-led activity with the manager in the main playroom.
- The inspector looked at a range of documentation, including planning, children's assessment records, policies and procedures and risk assessments.
- The inspector took into account the views of parents spoken to on the day of the inspection and the setting's plans for improvement.

## Inspector

Sharon Lea

## **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 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 two indoor play areas and three enclosed outdoor play areas. The setting is accessible to all children.

The nursery employs 14 members of childcare staff, 12 of whom hold appropriate early years qualifications. One member of staff holds 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 110 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. Before and after school care is also provided for 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.

### **What the setting needs to do to improve further**

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- develop planning to support the individual next steps in learning and interests for every child, ensuring a balance of child-initiated and adult-led opportunities that challenge children appropriately
- improve the quality and consistency of ongoing assessments to ensure that all children are being regularly observed, assessed and monitored and the information is used to support their further learning and development
- ensure that risk assessments in place are carried out thoroughly to ensure children's safety at all times. For example, ensuring that the outdoor climbing frame is dry and has safety mats around it.

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

- develop the environment and resources indoors and outdoors to provide purposeful learning opportunities, which meet the needs of the children in the room for children aged two to five years and ensure these are used effectively by staff to promote learning
- implement appropriate monitoring systems to ensure that all staff are fulfilling their roles in the provision of purposeful educational programmes, thorough assessments of children's abilities and implementing safety procedures.

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

The learning and development requirements of the Early Years Foundation Stage framework are not being fully met in the main room of the setting. Planning of the environment and adult-led activities are insufficient to meet all areas of learning and the individual needs of each child. This is because there is too much emphasis on child-initiated play, rather than adults initiating learning opportunities. As a result, children are not fully challenged and are not provided with suitable teaching and support as they play. In addition, observations of the children during play are not being carried out consistently. This results in some children being sufficiently monitored and assessed and others not, potentially resulting in gaps in learning, which are neither identified nor addressed. Therefore, children's individual needs are not being provided for as there is insufficient information available to plan a suitable educational programme to enable them to make progress in all areas of their learning and development. Consequently, children are not

well prepared for school or their next stage in learning.

Babies are cared for in a dedicated room for under two's. Staff provide them with an environment, which supports them well in their learning and development. Physical development is promoted through organised space, which enables them to move around and resources that support walking and finer physical movements. Communication and language skills are developed through staff valuing the babies' vocal attempts and extending their vocabulary through, for example, sharing picture books together and naming the objects. Sensory activities with paint, sand and shaving foam develops their skills in touch, early mark making and exploration. They have some opportunities to make non-baked cakes. An enclosed outdoor space for the babies enables them to have regular fresh air and exercise outdoors.

Older children are able to access toys as they wish and make free choices about playing indoors or outdoors. However, this results in resources from indoors being taken outdoors and not returned to where they belong. Therefore, construction sets or other toys are incomplete, resulting in the quality or choice of resources being limited and the children not developing an awareness of tidying away, taking care of resources or pride in their environment. Parents are involved in children's learning. They are invited to open evenings, social events and meetings to share in their children's progress summaries. Staff encourage parents to contribute observations of their child at home. Staff link these to the areas of learning and use them to inform planning for the child.

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

Children's well-being is compromised in the room for children aged two to five years because the safeguarding and welfare requirements in relation to risk assessments of the environment are not fully met. Appropriate risk assessments are in place to ensure that all areas of the indoor and outdoor environment are checked everyday. However, these are not being thoroughly implemented by staff. This means that potential hazards, such as outdoor climbing frames being wet and safety matting not being in place, are not being identified and acted upon by staff. Therefore, children are not fully safeguarded and their welfare is not sufficiently maintained.

Children are encouraged to be kind to one another and use good manners, being prompted to say 'please' and 'thank you'. They learn the benefits of a healthy lifestyle as they go outdoors in the fresh air to access the large equipment and take part in physical exercise. Children's independence is promoted as they serve their own meals, pour their own drinks and clear away their plates when they have finished eating. Staff working with children under three years share written records of what they have eaten, if they have had a sleep and their nappy changes. Parents of older children receive information about their child's day and how well they have eaten, verbally at the end of the session. Children take part in regular fire drills, which helps them learn about keeping themselves safe. A flexible transition process is in place, which supports babies and children in settling into the setting. Parents share initial information about their child with an identified key person, to enable their physical care needs to be met from the outset. Information is shared between staff when children are ready to move from the baby room to the main room, supporting a

smooth transition. An adjoining door between the main room and the reception class of the onsite school, aids the children moving on from the setting into the school as children are able to go into the classroom during their last term in the setting.

The baby room provides a safe, welcoming and calm environment where babies are happy and settled. Clearly defined areas provide opportunities for sensory play, building with construction materials and quiet times with books. However, in contrast, the learning environment in the main room is disorganised, lacks sufficient good quality resources and is not maintained efficiently. Children do not, therefore, have an environment or opportunities, which supports their learning and development needs.

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

This inspection was brought forward following concerns raised about the security of the building, the safety and supervision of children and the consistency of care in the main room for children aged two to five years. These concerns related to the environment being untidy and unclean, children's clothing on the floor, too much free play, insufficient resources for older children and learning journals documenting children's progress being inconsistent in quality. During the inspection, observations in the main room of the setting confirmed that the environment was not resourced or maintained appropriately to meet the needs of the age range of children attending. The setting has overly focussed on the provision of child-initiated play, which has resulted in a lack of adult focussed planning, impacting upon purposeful opportunities for children to make progress in their learning and development. In addition, the quality of the learning journals in this room is inconsistent, resulting in children's progress being insufficiently assessed and gaps in learning not being identified or acted upon.

Management have put safety measures in place to ensure that staff personally check children in and out of the setting, to ensure that they can only leave with their parent or carer. When a potential safeguarding incident was raised, they were also proactive in investigating this fully, resulting in raising staff awareness of professional conduct. Although, management have systems in place to monitor that staff are fulfilling their roles and responsibilities, these are clearly ineffective. This has resulted in the underperformance of staff and the shortfalls in the environment not being identified or addressed. In addition, daily risk assessments in place to ensure the safety of the indoor and outdoor environments are not being fully implemented by staff. This compromises children's safety, for example, the outdoor climbing frame being wet and not having safety mats around it. This is a failure to meet requirements relating to the Early Years Register and the Childcare Register.

Safe recruitment procedures, induction and ongoing suitability checks are in place to ensure that staff are suitably qualified and appropriate to work with the children in the setting. Although, there are several staff qualified to degree and Qualified Teacher Status level, this has unfortunately not had a significant impact upon the quality of the provision. All of the required policies and procedures are in place in relation to safeguarding and welfare. Staff are aware of the signs that a child may be at risk of harm and how to act

upon this and what to do if they were concerned regarding a colleague's behaviour or practice. Management have developed positive partnerships with other agencies and professionals involved with children, who have special educational needs and/or disabilities requiring support. In addition, they work closely with the school and children's centre onsite. This supports smooth transitions for children when moving on to school and enables staff to signpost parents for appropriate support from other agencies if required.

### 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 risk assessments in place are carried out thoroughly to ensure children's safety at all times (compulsory part of the Childcare Register).
- ensure that risk assessments in place are carried out thoroughly to ensure children's safety at all times (voluntary part of the Childcare Register).

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY440887
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	939772
<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>	72
<b>Number of children on roll</b>	110
<b>Name of provider</b>	Safehands Green Start Nurseries Limited
<b>Date of previous inspection</b>	01/07/2013
<b>Telephone number</b>	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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

