

Safehands Green Start Nursery @ Colne

Derby Street, COLNE, Lancashire, BB8 9AA

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| Inspection date | 13/01/2014 |
| Previous inspection date | 20/05/2013 |

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

The quality and standards of the early years provision

This provision requires improvement

- Children develop independence and learn to care for themselves as they serve their own food and need little reminding to wash their hands at appropriate times.
- Partnerships with parents are good and information is shared about the children's progress to keep them well informed.
- Robust systems are in place for staff recruitment and training. This means children are cared for by suitably qualified and vetted staff.

It is not yet good because

- The quality of teaching practice is inconsistent, which means children are not all fully challenged through the use of targeted next steps in their learning. Consequently, some children do not make the best progress possible, particularly those who require additional support in some areas of development.
- Some staff miss opportunities to interact with children in a meaningful way, to skilfully question children and allow appropriate time for them to formulate a verbal response, in order to improve their learning further.
- Some staff do not always give clear messages about right and wrong and expected behaviour. Behaviour is not always managed in a clear, positive manner to help children learn to manage their own behaviour in preparation for their move to school.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff and the area manager throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals.
- The inspector looked at the nursery's self-evaluation processes, ensured appropriate suitability checks were in place for all staff and undertook a joint observation with the deputy manager.

Inspector
Linda Shore

Full report

Information about the setting

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

The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one member of staff is working towards a qualification at level 2. The newly appointed nursery manager is qualified at level 5. The nursery opens Monday to Friday, all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 17 children attending who are within the early years age group.

What the setting needs to do to improve further

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

- ensure all staff use information gained from the regular observations of all children, to help shape their learning experiences based on their interests and what they can already do; this particularly relates to children who have identified delays in some areas of development, to help close any gaps in learning
- ensure all staff respond to children's emerging needs and interests, guiding their development through warm, positive interactions and skilfully questioning children during play, allowing time for children to respond, in order to promote critical thinking and extend their learning
- ensure all staff manage behaviour through clear messages of what is unacceptable and develop staffs' knowledge and understanding of appropriate, positive behaviour management techniques to promote children's understanding of how to manage their own feelings and behaviour.

Inspection judgements

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

Most staff have a satisfactory knowledge of the Early Years Foundation Stage and plan activities based on children's interests and abilities. Educational programmes cover the seven areas of learning and, as a result, most children satisfactorily gain the necessary

skills in readiness for school. Staff regularly observe children as they play, which allows them to become aware of children's likes and dislikes and identify areas of development which require additional support. However, due to inconsistencies in staff practice, this does not consistently translate to targeted next steps in learning for children to have the opportunity to close any gaps in learning. Therefore, planned activities do not always reflect or shape challenging learning experiences for all children. This results in learning experiences that sometimes lack consistent challenge and are not always precisely matched to children's individual learning needs. As a result, children make satisfactory, rather than good progress. For example, children take part in a creative activity where pieces of newspaper have already been ripped up by staff.

Learning and teaching is satisfactory. Children access resources independently and initiate their own play. For example, children access wooden blocks to build a castle for the fairies and demonstrate critical thinking as they inform staff they do not need the other blocks because they are too big. Children's early writing skills are well supported as they have mark-making opportunities across all areas of learning. Staff support children through role modelling resources, and providing hands-on support when required. For example, children who are struggling to balance on the stilts are shown how to pull the strings up tight. Staff have a sound knowledge of children's home life and use this information to extend opportunities for children to communicate. For example, vocabulary is extended as staff talk about cleaning out the stables, adding words, such as 'wheelbarrow'. They also develop their language to describe what they see and do, as staff use words, such as 'bigger', 'smaller' and 'thin' as children create with play dough. However, while staff talk with children, interactions are sometimes sparse and negative, which does not encourage them to keep on trying. Staff do not always skilfully question children as they play or allow them enough time to think and reply, to help shape activities by adapting them to children's emerging interests. This means that some opportunities to extend children's learning are missed. As a result, the impact of teaching on children's progress is satisfactory rather than good.

Staff have strong partnerships with parents and have worked hard to strengthen these links further since the previous inspection. The parents' notice board contains a broad range of useful information about the nursery and general health and community matters, providing additional support for families as well as children. Staff work with parents to offer a consistent approach to support children's needs, for example, by providing ideas for continuing children's learning at home, such as communication and listening techniques. Effective communication methods are in place, such as regular learning summaries and daily verbal feedback. Parents are invited to be part of the assessment process. For example, parents contribute to baseline assessments and the progress check at age two.

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

Children are generally happy and settled in the nursery. The key person system helps children form secure bonds with the staff, which builds their self-esteem and confidence. Children enjoy snuggling up to the staff for cuddles as they read a book, returning to select further stories, which are easily accessible to them. All resources are stored so the

children can self-select them. This promotes further the children's independence skills. Resources are of reasonable quality and clearly promote the children's learning across the different areas of learning.

Children learn how to keep safe as they receive gentle reminders about how to play and use the equipment safely, such as keeping the hoppers in the enclosed area. Most staff are positive in their approach to behaviour management and deal with children's behaviour well. They get down to the children's level and talk to them about their behaviour and the importance of being kind to each other. However, this is not consistent across the nursery as some staff are less positive with their interactions and this means children are not always getting clear messages about what is acceptable behaviour. Consequently the ability of some children to manage their own feelings and behaviour, is compromised.

Children need little reminding of the importance of hand washing and are skilled in turning the tap on in the bathroom to wash their hands after messy activities and before they eat. Staff teach children how to be independent and about healthy lifestyles by encouraging them to become involved in their own care through daily routines. Children have a well-practised and orderly routine to choose their own food and portion sizes. Food is freshly prepared on site, helping children to make healthy lifestyle choices. Staff are good role models as they sit with children and encourage conversation about children's home life and the benefits of the food they are eating. They also have daily opportunities for exercise in the fresh air as they play outside in any weather. Such experiences promote the children's health and well-being and help them gain the skills necessary for their eventual move to school.

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

The required adult-to-child ratios are always met and sometimes exceeded. Robust recruitment procedures are in place to check the suitability of all staff working with the children. All staff are appropriately vetted and the relevant details are recorded and logged to show when checks were carried out. Children are safeguarded because they are cared for by staff who understand safeguarding procedures and know what to do if they have concerns about a child in their care. Staff benefit from regular supervision and the appraisal system identifies staff development and training needs. Staff attend regular training to enhance practice and promote children's learning and welfare. A comprehensive induction system is in place to support all new staff who work in the nursery.

The management team are aware of how to meet the safeguarding and welfare and the learning and development requirements. All necessary documents are in place for the smooth running of the setting. Staff have a secure knowledge of the safeguarding and child protection arrangements to follow in the event of a concern about a child. Risk assessments are in place to enable children to play in a safe, well-organised and healthy learning environment both indoors and outside. The manager is newly appointed. She has a clear vision for improvement in the nursery. The manager can clearly identify areas that

require improvement and is introducing new tools gradually, such as the thinking tree. However, these have yet to be embedded to secure overall improvement for the children and the setting and a requirement of the both parts of the Childcare Register is also not met. The manager is starting to role model to the staff how to talk with the children and use open-ended questions. However, again this practice is not yet secure to fully support the children's learning and development.

The nursery's self-evaluation of their practice is good. Staff involve parents by gathering their views who feel that their opinions on the service provided are respected. The management has also sought support from the local authority and incorporated all this information into realistic development plans. Consequently, the setting has made steady progress since the last inspection and all previous actions and recommendations have been addressed. The nursery works closely with the nearby children's centre, taking up training offered and sharing resources. For example, children benefit from the additional experiences of visiting the sensory room and playground. Partnership working with the local school, which most children move on to, aids a smooth transition. This is because the staff personally hand over transition documents and teachers are invited in to nursery to meet the children. This helps prepare children for the next stage of their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

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

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (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

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| Unique reference number | EY455380 |
| Local authority | Lancashire |
| Inspection number | 946260 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 64 |
| Number of children on roll | 17 |
| Name of provider | Safehands Green Start Nurseries Limited |
| Date of previous inspection | 20/05/2013 |
| Telephone number | 01282860797 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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