

Safehands Green Start Nursery at Oak Tree

Oak Tree Children's Centre, Newcastle Street, CREWE, CW1 3LF

Inspection date	14/01/2014
Previous inspection date	30/07/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- Teaching is developing, with staff using the advice of specialist advisers to develop their work, especially with regard to speaking and listening. They are developing the use of small group times to more clearly target teaching to drive children's learning.
- Warm relationships between staff and children ensure unsettled children are well supported to start to access learning opportunities. They develop a healthy attitude to exercise and have free access to outside play during a good proportion of the day.
- The strong management team are well aware of the areas that require improvement to ensure children make good progress. They are proactive in accessing external advice and have started to make improvements. They ensure that children are safeguarded through adequate staffing levels and in-house staff training.

It is not yet good because

- Staff do not always engage with children during routine activities and play to ignite their interest and fully extend their understanding or develop their thinking and ideas.
- Not all parents feel well informed about their child's progress and how they can support their child's learning at home, to ensure their child's learning can be fully extended.
- Assessments, such as the progress check at age two, do not always give a full and precise assessment, which can be used usefully to plan suitably challenging activities.

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 in the main playrooms and outside play area.
- The inspector held meetings with the manager of the setting and the area manager, and undertook a join observation with the manager during the morning session.
- The inspector looked at children's assessment records and planning documentation, and a selection of policies and children's records.
- The inspector reviewed the suitability checks for staff working with the children.
- The inspector took account of the views of local authority workers providing additional training and support to the nursery and children, parents and carers spoken to on the day and the nursery's parental survey.

Inspector

Sarah Rhodes

Full report

Information about the setting

Safehands Green Start Nursery at Oak Tree was registered in 2011 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 Oak Tree Children's Centre in Crewe and is managed by Safehands Green Start Nurseries Limited. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play. The nursery serves the local area and has strong links with the children's centre and the school.

The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and three hold level 2. The nursery opens Monday to Friday all year round, from 8am until 6pm. Children attend for a variety of sessions. There are currently 140 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 who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- improve teaching by developing staff's more consistent use of the characteristics of effective learning, particularly for creating and thinking critically by, for example, staff modelling being a thinker, supporting children to think of solutions to problems and reviewing how well their approach has worked on a more regular basis throughout the day
- develop the rigour of assessments to support all adults working with the child to understand their skills and what types of activities would be suitably challenging, so that children make best progress

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

- review the way information is exchanged with parents about their child's progress to ensure all parents feel well informed about what their child can do, have an opportunity to provide information about what their child can do at home on a more regular basis, and feel informed about how they can further support their child's learning at home.

Inspection judgements

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

The nursery is developing the quality of teaching by accessing advice and support from local authority workers and training provided by the company which owns the nursery. The management and staff have been proactive in implementing changes which make it easier for staff to target short teaching sessions with their key group children. This enhances the learning experience for children and their readiness for the move on to school. For example, more-able children are encouraged to develop their mathematical language through a game of shape bingo, or staff are able to implement ideas which support children's speech and communication development. This includes sessions which help children start to use descriptive words as they look at and handle objects or take turns listening to their friends. The main nursery room is large and busy, so staff have developed areas where they can quietly read to children and further nurture communication. They explain and use different types of language and encourage and support children to 'have a go' by playing alongside them, for example, when using construction activities or when playing a game of skittles. However, staff use questioning, which helps children to plan what they are going to do and review what they have done, much less frequently. Staff introduce children to other cultures through activities based around cultural festivals and national events to ensure they start to develop an understanding of the wider world. They provide children with a range of role play props, such as disposable nappies for children to use with the dolls when re-enacting home play situations. Children have good access to information technology as well as starting to understand more about nature through caring for plants in the garden.

Staff support parents to complete an 'all about me' form at the beginning of the placement to provide information which informs their assessments and planning for each child. Some parents feel well supported by staff in developing their understanding of how to support their child's learning at home. For example, staff explain how they are introducing new activities, such as playing with blocks with babies or counting to three when lifting them from the changing mat. However, a small number of parents feel they are given very little information about how to support their child's next steps in learning. Staff get to know the children's interests and abilities through regular short observations. Parents' input into ongoing observations about their child's ability is limited for some children, which restricts staff's understanding of children's abilities at home when they are planning activities. The observations staff undertake are linked to a development tracking document. This allows staff to track children's progress and make plans to extend their learning. The nursery managers collate these assessments and use a computer programme to help them assess how well the children are progressing and where they need to target their teaching. The nursery provides a summary of children's development every six weeks, which they try to share with parents. They also complete the progress check at age two. However, some progress checks are limited in the information they give about a child's progress. This means they are of more limited use to other staff who may be planning learning opportunities for the child, and some parents do not feel they have been well informed about their child's learning and development. Any areas of concern that staff identify as potentially needing to be addressed with the help of external agencies are shared with

parents. This means the setting can fully support parents through any referral and assessment processes which may be necessary.

The nursery's close links with the children's centre mean they have access to advice from a range of professionals to ensure children with special educational needs and/or disabilities are well supported to make the best use of learning opportunities. Children who speak English as an additional language are supported to develop their English in readiness for the move on to school. Staff also access help from translators when they need to assess children's understanding and speech in their home language. Children are adequately prepared for the transition to school because staff start to tailor the activities to meet the needs of the pre-school children. For example, small groups of children who will soon be starting school undertake visits into the school where they can take part in activities similar to those they will undertake in the reception class.

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

Children and parents build relationships with their key person as well as other staff and children. This means they are emotionally supported for the transition from home to the nursery. The processes to help children settle into the setting are effective because the staff take responsibility for their key group of children and adapt routines to support individual children's personalities. For example, where a child becomes distressed in a larger lunchtime group, staff organise for them to spend some time in the smaller baby room area over lunchtime, where they are calmer. In this way staff ensure children's emotional well-being is supported. Babies are well supported because baby room staff are consistent and experienced in caring for very young children.

Children's behaviour is managed appropriately. The main playroom is a busy, bustling place. Staff help children think about other people's feelings, and they learn to negotiate and cooperate with their playmates. Children start to develop healthy lifestyles. They have access to physical exercise during the whole day. Activities, such as acting out a story, allow children to try a range of physical movements, such as tiptoeing or stomping. Children can free flow outside for large proportions of many sessions because of the all-weather surfaces and very large covered area. This means they can play outside and experience a range of weather conditions. All children are able to enjoy and explore the natural environment through planned walks on the school campus to a small group of trees and through playing in the mud area.

Children's dietary needs are met through the provision of freshly prepared snacks and lunches that the school kitchen supplies during term time and nursery staff prepare in holiday times. Children are encouraged to experience tasting a wide variety of fruits and vegetables. Even very young children develop their self-care skills through serving themselves at snack time and lunchtime. Sound hygiene practices are introduced to children through everyday routines, and children grow in independence as they have easy access to toilet facilities. The confidence they develop is preparation for their transition to school. Children are shown how to keep themselves safe through discussions which carefully support them to think through how to manage risk. The layout of the rooms allows children to make choices for themselves from a range of equipment, and children

show confidence as they make decisions about their own play activities. Where children are identified as having special educational needs and/or disabilities, the help and advice of other professionals is sought to ensure their well-being is maintained and their needs are appropriately met.

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

The nursery is currently recruiting a new permanent manager. However, the children benefit from a setting which has a strong management team in the form of a temporary manager and the area manager. Both are proactive in managing the recent changes in staffing. A display board in the entry area shows the photographs and names of staff and managers on duty each day. Appropriate recruitment procedures and induction processes ensure staff's suitability is established when they are employed and is reviewed regularly. Staff are well qualified and are building on their current experience to enable them to provide learning experiences which are always good or better. Staff have all required training, such as first aid training, basic food hygiene training and briefings on health and safety. Staff have a clear understanding of risks. For example, they ensure children are supervised by at least two people when playing outside, but they also allow children to start to manage risk, such as walking on very low-level balance beams. When changing nappies, they balance the child's need for privacy with the need to ensure staff are not left to work alone and nappies are always disposed of promptly. Cleaning staff are employed to ensure all areas of the nursery, including the kitchen, are clean. Children are provided with a range of clean spare clothes should they need them. Children are also safeguarded through the implementation of clear policies and procedures which ensure staff can identify child protection concerns and take appropriate action to protect children. The building is secure, which ensures that children cannot leave unaccompanied and helps staff manage the entry of parents and visitors.

Required policies and procedures are in place to help with the safe and smooth management of the setting. A culture of reflective practice, which involves staff, parents and children, has been developed. Annual appraisals and three-monthly formal supervision sessions are undertaken with staff. The manager observes staff performance regularly and provides feedback to continually enhance their teaching ability. The staff are encouraged to undertake further training, some of which is provided in-house or by staff from the local children's centre. The manager monitors room activities and the completion of observation files and assessments of children's progress to ensure all children make at least satisfactory progress.

Partnerships with parents and carers are generally positive. Parents exchange information with staff at the beginning and end of the day and they are encouraged to share any issues they are concerned about so they can be addressed. Questionnaires are used to provide parents with another way to express their views about the nursery. The nursery takes parents suggestions seriously and where possible they implement changes. For example, staff ensure they discuss any dietary requirements with parents and aim to work towards implementing any specialist advice from dietitians. They also work with the speech therapy department to implement any additional help and identify children who

may need to be referred for screening. Parents' evenings allow parents to visit the nursery at a more relaxed pace and find out more about their child's learning environment at a time which suits them. However, some parents feel less well informed between these open evenings. Partnerships in the wider context are used to develop the quality of education. The nursery links with other professionals to help children with special educational needs and/or disabilities as the need arises. They realise the importance of early intervention for children with additional needs, ensuring that services are in place to support a child when they transfer to school. The nursery is well aware of the importance of developing links with the other providers of the Early Years Foundation Stage where children attend more than one setting. They have strong links with the local school to support the exchange of information to meet children's needs and facilitate their transfer to other provisions.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY440880
Local authority	Cheshire East
Inspection number	950286
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	140
Name of provider	Safehands Green Start Nurseries Limited
Date of previous inspection	30/07/2012
Telephone number	01270 685 730

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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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