

Safehands Green Start Nursery

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

Inspection date	03/03/2014
Previous inspection date	05/09/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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 has been a failure to meet an action set at the previous inspection, regarding the arrangements for the supervision of staff. As a result, staff performance is not yet fully assessed and appropriate support and coaching has not been sufficiently implemented.
- Risk assessments are not successful in identifying potential hazards to children, including how these are effectively addressed and monitored. Therefore, children are not fully safeguarded and their welfare is not sufficiently maintained.
- Monitoring systems do not ensure that staff have appropriate knowledge and a clear understanding of their roles and responsibilities to improve the overall quality of teaching and learning across the nursery.
- Effective arrangements for the organisation of resources, the management of everyday nursery routines and balance between adult-led and child-initiated activities are not in place. Therefore, older children often lose interest in the activities offered.
- Changes to the management team mean that systems to monitor and evaluate practice are not fully in place.

It has the following strengths

- Relationships between staff and children are warm and friendly, and parents comment that they are happy with the care and support given to their children.

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's interactions in both adult-led and child-initiated play experiences across the three playrooms and both outdoor play areas.
- The inspector held a meeting with the manager and area manager, and talked to staff at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including planning, children's assessment records, risk assessments, evidence of the suitability of practitioners and safeguarding procedures.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and the nursery's plans for improvement.

Inspector

Hilary Boyd

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. There is an enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children.

The nursery employs 18 members of childcare staff, 15 of whom hold appropriate early years qualifications at level 3. One member of staff holds a foundation degree. The nursery opens Monday to Friday, from 7.30 am until 6pm, all year round, with the exception of public holidays. Children attend for a variety of sessions. There are currently 86 children on roll who are within 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

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

ensure that appropriate arrangements are put into place so that all staff have the appropriate training, skills and knowledge and have a clear understanding of their roles and responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage

ensure that the risk assessment identifies all aspects of the environment, both indoors and outdoors, that need to be checked on a regular basis, how risks will be removed or minimised, and ensure that clear systems are in place to show how potential hazards are addressed and minimised

ensure that the performance of staff is monitored and staff are supported more effectively through the implementation of regular supervisions which will provide effective support and coaching for staff and promote the interests of children by raising the quality of teaching and learning.

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

- ensure that staff provide stimulating activities and resources which meet children's individual needs, interests and learning styles through an appropriate balance of adult-led and child-initiated activities.

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

- review the organisation of the learning environment and the quality of resources to ensure children have access to sufficient resources to sustain their interests and raise their levels of involvement during their play experiences
- improve the leadership and management of the nursery by monitoring learning and teaching to ensure staff training and skills are focused on how to improve teaching and learning and to deepen understanding of the Statutory framework for the Early Years Foundation Stage.

Inspection judgements

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

Children are not adequately supported in their learning and development because staff do not consistently ensure that the organisation of the environment and planned activities sufficiently meet children's interests, needs and abilities. Although children have access to a range of resources organised within areas of continuous provision across the nursery, the quality and quantity of these do not ensure that children are purposefully stimulated and effectively challenged. Children over the age of two years and above predominately lead their own play for the majority of time when they are not participating in normal daily routines, such as mealtimes or story time. As a result, there is too much emphasis on child-initiated play, rather than adults initiating learning opportunities which interest children and therefore sustain their attention appropriately. For example, children spend short periods of time using the resources in the role play area, where they are unable to play in small groups due to the quantity of resources available. This results in their move to the construction area where, if possible, they quickly select their favourite small world character. Unfortunately, these resources are also too limited for all children to take part fully. Consequently, the organisation of the environment and resources available do not ensure children are supported to acquire the skills and capacity to develop and learn effectively across the seven areas of learning and development.

Staff demonstrate a sound understanding of the Statutory framework for the Early Years Foundation Stage and how different activities can support children's individual development. Observations of children are carried out on a regular basis and these capture short annotations on their interests and participation in different activities during their time across the nursery. Staff use their observations to plan occasional adult-led activities, which are then sometimes evaluated. Parents' contributions of their children's development are also sought through the completion of 'all about me' booklets before they start. This information provides staff with some knowledge of children's existing abilities. Staff understand the importance of observing and tracking children's progress to reflect how children develop over time given their starting points. In addition, they are aware of the requirement to carry out the progress check at age two. Changes have recently been implemented to the planning systems used by the nursery. However, a lack of effective monitoring and support to staff means that there are still inconsistencies in when the progress check is completed and staff are still familiarising themselves with changes made to planning documents. Children who have special educational needs and/or disabilities have adequate support, which ensures that those children who are, or could possibly fall below their expected levels of development receive some appropriate support. Staff are beginning to understand the importance of working in partnership with others when children attend another early years provision. For example, staff in the pre-school have welcomed the contact made by others and, as a result, a meeting is planned to enable both providers to share relevant information about individual children's needs and abilities. In addition, tracking summaries are completed and an updated 'all about me' booklet is shared with feeder schools before children leave the nursery. Consequently, children are supported for the next stage in their learning.

Babies and toddlers benefit from a range of developmentally appropriate toys and furniture that promote their development across the prime areas of learning. The youngest babies have access to a small range of sensory and exploratory play activities. They enjoy touching and exploring the range of textures, in particular those provided in the themed 'black and white' area. There are baskets of cloth books to look at and feel,

and toys that light up and make sounds when children press the buttons. This helps to capture the children's interest and promotes their curiosity. They are developing skills in their personal, social and emotional development and in their communication and language skills. This is because staff respond to children's cues as they interact positively and use a range of both verbal and non-verbal facial expressions as they join in with their choice of child-initiated play experiences. Those more agile and mobile are developing confidence and skills in their range of physical abilities. For example, toddlers are given opportunities to be physically active as they repeatedly climb up and down the accessible indoor climbing frame and enjoy sliding down the slide outdoors with the assistance from responsive staff.

Children are developing communication skills as staff use some strategies to raise their knowledge and understanding of early language skills. For example, during adult-led activities they sing familiar songs, which help children explore the rhythms of language. For children who speak English as an additional language, staff use a range of strategies to support their communication skills. For example, they repeat sounds and use hand gestures and facial expressions to support listening and attention. The use of visual aids also supports staff in raising their knowledge of the languages spoken. Children are encouraged to listen to stories as they gather together in large groups as staff lead a story time session. However, the learning opportunities from this activity differ for the group, as children at the front show higher levels of involvement as they are able to see the book, while others play together at the back of the group. As a result, the organisation of story time in some rooms does not ensure that children are appropriately stimulated and interested in sharing books together. Staff in the pre-school room use different strategies to share stories as they tell a traditional tale without the book as a prompt. Children participate well in this adult-led activity as some join in with the story and display high levels of imaginative skills. Consequently, the quality of teaching is variable and strategies to engage children during large group activities are not consistent and do not meet the developmental needs of all children.

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

As children start at the nursery, parents are encouraged to share information about their child's individual needs and care routines. A key person system ensures that information gathered from parents is used to support children's individual care routines. Daily diaries are used as a communication tool to share information for the youngest children in the nursery. This helps to keep parents informed of children's daily care routines. Parents are aware of their child's key person and displays around the nursery help to inform parents of their children's involvement in different experiences. Babies and toddlers appear to have formed positive and warm relationships with staff. They receive positive interaction as staff show genuine care through responsive and supportive interactions. This helps the youngest children to develop a sense of well-being and belonging in the nursery. Older children are also developing some levels of social skills as they learn to take turns during daily routines, such as group registration and mealtimes. They are developing a level of independence as they are able to carry out their own personal care routines throughout the day. In addition, the reorganisation of mealtimes allows children to serve themselves their chosen meal and they are confident to get themselves a second helping if desired.

Although children have some opportunities to develop their competencies in serving themselves, inconsistencies across the setting mean that further opportunities are missed as staff give out the cutlery or the tumblers of water, rather than letting children do this for themselves.

Children are developing an understanding of what is expected from them through participation in familiar daily routines. For example, they gather together in a large group to participate in registration time together when they take turns to sing and welcome each other to nursery during the morning routine. Children are encouraged to be kind to one another as staff use appropriate language to support children in recognising the importance of showing care and concern towards others. Children show their familiarity with ways to keep themselves safe as they hold hands and walk safely to the garden. As a result, children are learning ways to keep themselves safe.

Small groups of children of all ages come together as they use the outdoor play areas to develop some physical skills in order to help them to adopt healthy lifestyles. They play on the range of wheeled resources, create towers using the pieces of soft play equipment, paint the fences with paintbrushes and water or play games with each other. Children enjoy their time outdoors as they run freely around the space and explore the available resources on offer. However, the small range of resources available does not ensure that children are able to get fully involved in their play. For example, children can use a mud kitchen; however, there are insufficient resources to stimulate their interest in this area. Therefore, the organisation of resources in the outdoors does not ensure that children are appropriately stimulated in order to enhance their opportunities to learn and develop.

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

This inspection was brought forward by Ofsted following a notification made by the current manager of two separate incidents which occurred in the nursery. These incidents raised concerns regarding the safe supervision of children and failures in practitioners' understanding of the requirement to following company policies, such as ensuring that accident records are sufficiently completed and procedures in administering medication are appropriately followed. During the inspection, discussions confirmed that effective staffing arrangements were not in place to ensure children's needs and safety were met. As a result, children's safety was compromised and an accident involving children has occurred. The management team have addressed the concerns raised as a direct result of this incident, as a full investigation was carried out. Consequently, the management team have made changes to the staff team, which include variations to their roles and responsibilities and the reorganisation of the play spaces used by children. The inspection also found that the second incident reported to Ofsted confirmed that practitioners had failed to follow the appropriate procedures when administering medication to children. Although this incident did not harm any child, it has raised concerns about the procedures in place when administering medication. The management team continue to demonstrate their understanding in following the company's procedures as a full investigation into this incident took place. As a result, they identified that further training was required to ensure staff are fully aware of their roles and responsibilities when administering medication.

Plans are in place to review the appropriate policies and procedures. However, staff are not fully aware of their roles and responsibilities to ensure they fully meet the safeguarding and welfare requirements.

Staff spoken to during the inspection are aware of the procedures to follow should a child protection concern arise. The designated safeguarding officer has attended relevant training and the management team use staff meetings as opportunities to raise their awareness of safeguarding issues further. Procedures for recruitment and selection of staff, including obtaining suitable Disclosure and Barring Service checks, are in place. They have sufficient understanding of the procedures to follow should safeguarding concerns arise.

The manager and area manager for the nursery communicate a desire and commitment to improve the quality of care and service provided. A number of action plans have recently been put into place to reflect this drive to make improvements across the nursery. For example, plans are in place to enhance the use of resources and the organisation of the learning environments to support children to make progress. Since the last inspection the nursery has improved the quality of the documentation used to deliver the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. For example, the manager has reviewed the systems used to ensure planning for individual children is carried out. In addition, the introduction of tracking systems means that staff complete regular assessments to reflect how children develop. However, they have not yet put into place sufficient monitoring systems to ensure the quality of teaching and learning is consistent and supports all children to make sufficient progress. In addition, they have not met an action set at the previous inspection as they have not put into place the appropriate arrangements for the regular supervision of staff. Therefore, staff do not receive consistent support and coaching to improve their personal effectiveness and raise the quality of children's experiences through an effective balance of adult-led and child-initiated activities. In addition, the inspection found that although the nursery carries out regular risk assessments, these do not sufficiently cover all potential risks to children. As a result, the steps put in place to identify and minimise all potential risks to children are inadequate. The management team have failed to ensure that robust systems are effectively carried out, to ensure that potential risks to children are consistently and appropriately minimised and effectively monitored. For example, staff who use the outdoor area first each day carry out the initial daily check while children are with them, and although some hazards are removed, these are only carried out following discussions with visitors, and risks which have previously identified have not yet been addressed. This is a breach of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and both parts of the Childcare Register. Consequently, children's safety while on the premises is compromised.

Parents spoken to express their appreciation of the care provided. They are kept informed about their children's care and individual needs through both formal and informal tools of communication. The use of newsletters and displays around the nursery provide parents with additional information about the staff, nursery and their children's learning. Parents are consulted on their views, and comments about the nursery are used to make some improvements to practice and build relationships with parents. For example, the cook shares details of recipes used at the nursery so parents can recreate these at home.

Interactions between parents and staff are relaxed and informative as they share updates and relevant information together.

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 a risk assessment of the premises covers all potential risks, and this is undertaken at least once in each calendar year, and immediately where the need for an assessment arises. Ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that a risk assessment of the premises covers all potential risks, and this is undertaken at least once in each calendar year, and immediately where the need for an assessment arises. Ensure that all necessary measures are taken to minimise any identified risks (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

Unique reference number	EY440891
Local authority	Blackpool
Inspection number	955395
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	92
Number of children on roll	86
Name of provider	Safehands Green Start Nurseries Limited
Date of previous inspection	05/09/2013
Telephone number	01253 400 035

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

