

# Safehands Green Start Nursery

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

<b>Inspection date</b>	09/05/2014
Previous inspection date	20/11/2013

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

- Staff training, robust performance management and successful monitoring of children's progress has significantly improved the quality of the environment, teaching and children's learning. As a result, children make good progress.
- Staff know the children well and develop close bonds with them. Consequently, children are happy, safe and enjoy their time at the nursery.
- Managers show a strong commitment to drive the nursery forward. Comprehensive action plans are in place to help support continuous improvement.
- Safeguarding procedures are secure. Effective partnerships with parents and other professionals make a positive contribution to children's care and learning.

### It is not yet outstanding because

- There is scope to further support children's listening and attention skills, particularly during large group activities in the main room.

## 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 two playrooms and the outdoor play areas.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with children, staff and parents and held meetings with the manager, area manager and local authority advisor.
- The inspector looked at children's assessment records and sampled a range of other documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Jan Linsdell

## Full report

### Information about the setting

Safehands Green Start Nursery was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned by a limited company who run a chain of nurseries and it operates from purpose-built premises situated in the grounds of Victoria Road Primary School in Northwich, Cheshire. The nursery serves the local area and is accessible to all children. It has links with the school and children's centre located on the same site. Children have access to two indoor play areas and an enclosed outdoor play area. They also share use of the playing field. The nursery employs 15 members of childcare staff, 11 of whom hold appropriate early years qualifications, including two at level 2, six at level 3, one at level 5 and two with 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 97 children on roll in the early years age group. The nursery supports a number of children who speak English as an additional language. It 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. 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 further improve the quality of the early years provision the provider should:

- improve further the organisation and management of large group activities in the main room, in order to consistently support children's listening and attention skills.

### Inspection judgements

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

The main room is very large and open plan. Managers and staff are aware of the challenges that this creates, but they have worked very closely with the local authority to review, reorganise and enhance the learning environment. These improvements have led to the nursery scoring highly in their Early Childhood Environment Rating Scale assessment. Consequently, the quality of teaching and children's learning is much improved. Space is more clearly defined, with designated and well-equipped play areas that successfully support all areas of children's learning. Children freely move around indoors and outside making independent choices in their play. Activities are well planned and include a balance of adult-led and child-initiated play, with opportunities for children to work in small and large groups. This means there is a better balance of activities throughout the day. However, large group activities in the main room are not always successful. This is mainly because the size of the group is sometimes too big for staff to manage effectively. Consequently, noise levels increase, which makes it harder for children to pay attention and listen to adults.

Learning records show that staff complete regular observations and assessments of the children's progress. This information is used well to plan purposeful learning opportunities for the children. Staff confidently explain how children's next steps are clearly linked to the planning of activities, which helps to ensure that children's individual learning needs are addressed. Staff talk about being proud of children's achievements, which helps children to feel valued and confident in their abilities. Babies benefit from taking part in sensory activities, such as exploring in gloop or custard. They explore their environment with interest, as staff talk to them and encourage their play. Children show excitement when they play imaginatively with the dinosaurs. They engage well in activities specifically planned to meet their interests, for example, playing with the farm animals. Staff encourage children's communication skills by initiating conversations and asking pertinent questions, such as 'what do you think giraffes like to eat?'.

Staff support children's readiness for school, for instance, by promoting letter recognition, independence and early literacy skills. The reception class is directly adjacent to the main room and the teacher visits the children regularly, which aids their move to school. The nursery employs a Polish member of staff. This provides reassurance for Polish families and enables children to communicate in their home language, as they learn to speak English. Links with parents are strong and their views are valued and acted upon. For example, staff introduced a 'lending library' following a parent's request to take books home. This positively supports children's reading skills. Parents talk about how staff encourage children to be polite and independent. They express how much children enjoy attending the nursery and say 'children have really come out of their shells'.

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

Key persons know their children well. They form close and supportive relationships with the children, which helps them to feel safe and emotionally secure. Parents comment about staff being 'really good with the children' and state that children will 'miss their key person when they go to school'. Staff are mindful of the significant change in the environment for younger children when they move from the baby room into the main room. They know this is a worry for some parents, but they make sure children and parents are given plenty of support and reassurance during this time. Staff liaise closely with each child's new key person to share information about their individual needs. They support children within the room until they feel settled and confident.

Children have fun and enjoy their time at the nursery, which contributes to their emotional well-being. They behave well and they are helpful towards one another, for instance, when serving food to their friends. Staff offer consistent praise and acknowledge children's efforts, which motivates children and helps to build their confidence. Staff carry out daily safety checks, which are monitored by senior staff. This means aspects of the environment and resources are regularly assessed to ensure that they are safe for the children to use.

Staff help children to develop a healthy lifestyle. For example, they worked closely with the school and the children's centre to promote an oral health campaign, aiming to reduce

tooth decay in young children. Informative displays are used to raise parents' awareness of the sugar content in certain food and drinks. Babies and children benefit from having direct access to outside play, where they can exercise and develop their physical skills. Children safely ride their wheeled toys in the designated undercover area. They can use this area in all weathers and it is located away from where others are playing, which helps to reduce the risk of accidents. Meals are freshly prepared and nutritious, which benefits children's health. Children's self-care skills are well promoted, particularly during lunchtime. This is because staff encourage them to help with tasks, such as cleaning the tables and brushing the floor.

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

Managers have a secure understanding of their responsibility to meet the legal requirements of the Early Years Foundation Stage. They ensure recruitment and vetting procedures are robust, which means all staff complete necessary checks to ensure their suitability to work with children. All legally required records and policies are in place to safeguard the children. Staff understand their role in protecting children from abuse and neglect. They are clear about how to respond to any concerns about children or staff. Safeguarding is an agenda item at each team meeting, which means staff have regular opportunities to discuss any issues. More robust procedures are now in place to assess and minimise any risks to children's safety. Consequently, safeguarding and welfare requirements are met and children's safety is assured.

Managers successfully implement robust monitoring of staff performance and children's progress. For example, they regularly check the quality of children's development records to help ensure they are consistently maintained. They rigorously assess the progress of all children. Various charts clearly show how children have made significant progress since the last inspection and subsequent monitoring visit. Performance management has improved considerably and improvement plans are used effectively to help tackle underperformance. Training from the local authority is embraced and this has contributed to raising quality within the nursery. The deputy holds Qualified Teacher Status and she has recently been given a supernumerary position to support and lead practice. This is a very positive management decision, although it is too early to assess the full impact on teaching and learning.

Self-evaluation is effective. All staff are positively involved in assessing practice and identifying areas for improvement. Action plans highlight targets to be addressed, such as outdoor provision. These help to promote continuous improvement in the nursery. Managers have close links with other professionals involved with the children, which contributes to ensuring their care and learning needs are met. Parents spoken to are complimentary about the nursery and the staff. They comment about noticing improvements in the nursery, particularly in relation to the environment, children's participation in more group work and the level of information shared at the end of the day.

### **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	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>	963009
<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>	97
<b>Name of provider</b>	Safehands Green Start Nurseries Limited
<b>Date of previous inspection</b>	20/11/2013
<b>Telephone number</b>	01606 40811

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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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