

Safehands Green Start Nursery at Oak Tree

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

Inspection date	02/07/2014
Previous inspection date	14/01/2014

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

- Adult-led planning provides a varied range of opportunities which cover the seven areas of learning and support children's identified learning needs. As a result, children are making expected progress.
- Staff demonstrate a suitable understanding of how to safeguard children. This means that they are clear about the possible indicators of abuse and how to respond should they be concerned about the welfare of a child in their care.
- Management and staff work together through self-evaluation, to identify and address areas in order to further develop the nursery provision.
- Positive relationships and partnerships are established with parents. They receive regular updates as to what their children are doing and the progress they are making in the setting.

It is not yet good because

- Opportunities for child-initiated play are not fully supported, as the environment and resources for older children are not appropriately maintained throughout the day.
- Staff are not always effectively deployed in the large playroom at mealtimes, which does not fully support the children's needs.

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 the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and the area childcare manager.
- The inspector looked at children's assessment records, planning documentation and a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation documents and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Sharon Lea

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 serves the local area and has strong links with the children's centre and the school. It operates from two playrooms and there is an enclosed area available for outdoor play. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and above, including two with Early Years Professional status. The nursery opens Monday to Friday all year round, from 8am until 6pm. Children attend for a variety of sessions. There are currently 154 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:

- ensure that opportunities for child-initiated play are fully maximised, through maintaining the environment, so that it is organised and appealing at all times and that resources are accessible in all areas
- ensure that staff are deployed more effectively in the large playroom at mealtimes, so that children's feeding needs can be met promptly and that the mealtime experience is used as a learning opportunity, promoting social and physical skills, while developing an understanding about healthy eating.

Inspection judgements

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

Staff have a satisfactory knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. They carry out regular observations of children during their play, using the information they gain, to assess individual children's development and to identify the next steps to support their learning further. This information is used to inform their planning, which includes opportunities to support all areas of learning. Planning includes a good balance of adult-led activities in small and large groups and child-led play, enhanced by adult interactions. Older children are able to move freely between the indoors and outdoors, enabling them to make choices about where they prefer to play. However, opportunities for child-initiated play are not fully maximised in the older children's room or outdoor area. This is because the environment

is not kept tidy and maintained at all times, to encourage children to enter different areas and learn to respect their environment. In addition, in some instances, essential resources, such as tools for digging in the mud kitchen, are not evident, preventing children from using the area, which does not fully support their learning. Children do, however, appear to enjoy their time in the nursery. They make friends and on the whole enjoy the range of activities provided. As a result, they are making satisfactory progress and gaining a sufficient range of skills to support their future learning.

Staff praise children's efforts as well as their achievements, which helps to raise their self-esteem. As a result, children are motivated to 'have a go'. This is supported through the provision of open-ended resources, such as blocks, planks and crates outdoors, which children can freely move around and develop their construction skills with. Children's creativity is promoted appropriately as they can choose to play with a variety of art and craft, small world, construction and role-play resources. Staff promote communication and language development with children and babies by talking to them about what they are doing, singing songs and reading stories. Children are encouraged to develop their thinking skills, through staff asking them questions during stories, such as 'what does the weather look like in the picture?' As children get older, there is a greater emphasis on letters and sounds activities, such as identifying rhyming words in stories; skills which are good preparation for literacy learning in school. Lots of sensory play is provided, using shaving foam, water, sand and mud, supporting children's physical skills through using small tools and filling and emptying containers. Children develop fine handling skills appropriately as they handle tools to expand their learning. Chalk, paintbrushes and play dough tools help younger children to learn how to hold and use tools appropriately, in preparation for developing early writing skills. Mathematical understanding is developed through staff teaching the children to count and reinforcing this through everyday activities, such as counting the number of cups or plates needed at mealtimes. Children learn about the wider world through opportunities to go on outings, such as to the local pet shop where they purchase guinea pigs as nursery pets. This is extended through the children learning how to feed and care for them.

Staff keep parents appropriately informed of their children's progress. They do this through daily verbal exchanges and parents spoken to at the inspection feel well informed about what their child has been doing during their day at the nursery. Regular progress updates give parents an overview of their child's development, and staff complete the progress check for children between the ages of two and three years, when appropriate. During settling-in sessions, staff ask parents questions on their child's care needs and some information relating to the child's learning achievements. This supports staff to identify children's starting points, enabling them to plan appropriately for their needs from the outset. Learning at home is well promoted through a book-lending scheme and sharing activity suggestions through parent newsletters. Parents are invited to attend stay and play sessions, join in with the development of the kitchen garden and attend meetings about their child's progress. Appropriate strategies are in place to care for children with special educational needs and/or disabilities. Staff work together with parents and other agencies to support the children's specific needs. Children and families who speak English as an additional language are supported through staff using local translators or researching key words, to enable them to identify and support the initial needs of the child and their family.

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

Children share warm relationships with nursery staff, who greet and welcome them and their parents into the nursery, ensuring that children feel valued and cared for. Children demonstrate that they feel safe and have formed secure attachments with staff, as they confidently explore the environment and happily approach staff for a reassuring cuddle when they are tired or upset. Transitions into the nursery are managed well. Children and their families are invited to settling-in sessions to ensure a gradual admission into nursery, which is adapted to meet the individual needs of each child. A key-person system is in place to support children's emotional well-being while they familiarise themselves with their new surroundings. Parents state that they are happy with the nursery, feel welcomed by staff and are confident that the staff are meeting their child's care needs. Parents complete detailed registration documents about their child upon entry, which provide the staff with meaningful information on the child's care routines, health requirements, allergies, special dietary needs and food preferences. As a result, staff are able to support children's care needs on entry to the nursery. When babies are ready to move to the main room in the nursery, appropriate arrangements are in place to support this and ensure their emotional well-being is maintained. Preparation for children's transition to school includes developing their independence and self-help skills and promoting their confidence in skills such as counting and recognising or writing their own name. Arrangements are in place to share the children's achievements with other settings and schools, and reception teachers are welcome to visit the nursery. This helps to support continuity of care and learning for children as they move on to school.

A varied selection of resources are available indoors and outdoors to support children's play experiences. The main room is divided into different learning spaces, such as creative, mathematics, role play and a cosy book area. Open shelving and labels on storage boxes and drawers in each area enable children to freely select additional resources to support or extend their learning opportunities. However, when children leave an area, staff do not encourage them to put away what they have been playing with, nor do they effectively monitor their allotted areas, resulting in the environment looking unappealing to other children who may wish to play there. As children are able to move freely between the indoor and outdoor environments, resources are not always put back where they belong, which means that areas such as the outdoor mud kitchen have no utensils for the children to dig the soil or mix their mud with. In addition, books are left on the floor, which does not demonstrate that children respect their environment or the resources available to them. Children behave well and demonstrate respect towards staff and one another. Staff praise them for their efforts when joining in with activities, sharing with one another and taking turns. They are encouraged not to run around and to help tidy up at the end of the morning session. Children are, therefore, aware of some boundaries and know what acceptable behaviour is. Staff promote children's self-help skills and emerging independence well on the whole. For example, children are encouraged to put on their own coats for outdoor play, attend to their toileting and hygiene needs when capable, serve their meals and pour their own drinks.

A variety of meals and snacks are provided that contribute towards children's nutritional

health. However, mealtimes are not always organised effectively and this sometimes results in children being unable to positively learn about healthy eating, or the physical skills needed to use cutlery appropriately, during this social experience. Children are beginning to learn how to care for themselves and they practise personal hygiene skills through consistent routines. They are encouraged to wash their hands at appropriate times, for example, prior to eating meals, after outdoor play and following feeding or handling the nursery guinea pigs. All children have daily opportunities to play outdoors in the fresh air and many activities are provided outside that encourage them to be active and exercise their bodies. For example, they learn to manoeuvre and ride on bikes and climb on the large equipment. These opportunities enable children to challenge and test out their physical skills, while learning how to keep themselves and others safe. They also spend time outdoors using a range of small equipment in sand and water, playing musical instruments and joining in with group parachute games. A selection of large wooden blocks and planks enable children to build their own structures. These also support children in working together and problem solving, as they use them to climb higher to see if they can reach the plums which they spot in the nursery's plum tree. Children learn about the wider world through helping to grow fruits and vegetables in the garden, outings in the local community and caring for the nursery pets. They also celebrate some cultural and religious festivals and access some resources reflecting positive images of diversity.

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

The manager has a sound understanding of her responsibility to comply with the requirements of the Early Years Foundation Stage, in order to keep children safe. A comprehensive range of policies and procedures, risk assessments and other documentation successfully enable staff to promote children's welfare. Policies and risk assessments are regularly reviewed and changes made if legislation or circumstances change, to ensure the continued safety and well-being of the children. Staff are fully aware of the signs which may cause them concern regarding any safeguarding issues, and how to act to protect the children. In fact, safeguarding is given a high priority and is frequently discussed at all individual and whole staff team meetings. Information shared with parents on entry to the nursery means that they are aware of the setting's policies and procedures and where these can be accessed at all times. Appropriate recruitment procedures are in place to ensure that staff are suitably qualified, thoroughly vetted and made aware of their roles and responsibilities. New staff participate in a thorough induction process, including health and safety, and understanding how to put policies and procedures into practice, which is reviewed throughout their probationary period.

All staff have relevant childcare qualifications or are completing training towards these. Further training is accessed through the local authority and also provided in-house, to enable staff to update their knowledge and further develop their skills. Annual safeguarding training is provided by the company, and the majority of the staff are first-aid trained so they can attend to any accidents or first-aid needs within the nursery. Staff have individual supervision sessions with management throughout the year, to discuss the progress of their key children and their own professional development needs. In addition,

annual appraisals are in place to reflect upon staff performance and identify areas for their individual future development. Staffing arrangements ensure that children are appropriately supervised at all times. However, at times, staff deployment in the large playroom is not fully effective in meeting the needs of the children. For example, at mealtimes the staff do not appear to have clearly defined roles. This results in the experience being disorganised for the children and them having to wait longer than necessary to be seated and for their food. Following the previous inspection, management have implemented a wide range of effective monitoring systems to ensure that the children are consistently observed and assessed and that planning is sufficiently challenging to meet the individual identified needs of the children. The progress of the children is regularly monitored, providing management with an overview of the current developmental levels of the children and any potential gaps in learning to address. In addition, the company has recently invested in the deputy manager being supernumerary, to support further quality improvements. The recently appointed manager is developing a detailed evaluation of the nursery's strengths, incorporating the views of staff and parent feedback from questionnaires. This demonstrates the commitment of the staff team to drive the nursery provision forward.

Partnerships with parents are well established and they confirm that they are very happy with their child's care and feel well informed about the activities their child has been involved in. Daily written or verbal information and regular progress updates ensure that information is shared frequently about children's care and learning. This enables the nursery and parents to work together to support the individual needs of each child. Additional information is available to parents via newsletters and noticeboards. Close links with other professionals, such as health visitors or speech and language therapists, also ensure that children who need additional support receive this to promote their progress. Staff follow programmes, such as speech and language, provided by therapists, with parental consent. Records are kept by staff and shared with parents of support given and to highlight progress, where professionals have identified that this is appropriate for individual children. In addition, staff work closely with the local schools, which supports children who move on to school in becoming familiar with the environment and their new teachers.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	979998
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	154
Name of provider	Safehands Green Start Nurseries Limited
Date of previous inspection	14/01/2014
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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