

Safehands Green Start Nursery

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

Inspection date	08/08/2014
Previous inspection date	03/03/2014

The quality and standards of the early years provision	This inspection:	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 use effective teaching and good open-ended questions to promote children's learning. Planned activities take into account children's next steps for learning, building on their prior skills and knowledge. Consequently, children make good progress.
- Leadership and management are successful. Staff are supervised well, which includes close monitoring of staff practice and accurate tracking of children's development. As a result, children's interests and learning are well supported.
- The arrangements for safeguarding children are good. Policies and procedures, regular self-evaluation and risk assessments are constantly reviewed, to ensure that children remain safe.
- The nursery has developed good partnerships with parents, other professionals and local schools. This means that they work together effectively to support the children as individuals.

It is not yet outstanding because

- Valuable opportunities for children to see print and learn about and use words and numbers, are not fully extended to the outdoor environment.

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 toured the nursery with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the management team's self-evaluation form.
- The inspector held meetings with the management team, completed a joint observation with the deputy manager and spoke with staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day and from information included in the nursery's parent survey.

Inspector

Jeanette Brookfield

Full report

Information about the setting

Safehands Green Start Nursery was registered again 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 employs 16 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The manager has completed a foundation degree and two members of staff have early years degrees. 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 60 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

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

- increase the opportunities for children to see and use numbers and print in the outdoor environment, for example, by displaying numerals, names and signs and encouraging children to use them for a purpose in their play.

Inspection judgements

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

Children fully enjoy themselves during their time at this nursery and quickly engage in play activities. Staff are well qualified, knowledgeable and confident in their teaching. They provide a programme of activities that is interesting and enables children to learn successfully in different ways. Staff ensure that each child feels valued as an individual and their own rate of development is respected. Key persons build useful relationships with parents to gain information about each child, their interests and achievements to identify initial starting points. This helps them to plan for each child's individual learning needs. The quality of teaching is good and observation of children playing and assessments of their progress assist in the planning of a broad range of fun and challenging play experiences and activities. Consequently, children are actively involved in their play and learning, so that they make good progress. For example, as the current theme is bugs and nature, staff provide a range of recyclable materials for older children, such as cardboard tubes, coloured pens and card, so that children make caterpillars. Regular assessments of learning are carried out from the outset. Staff skilfully establish children's starting points and build upon their prior knowledge and skills to support their next steps in learning. Where children are recognised as requiring additional support, staff work with parents and where necessary, other professionals, to ensure each child's

individual needs are met. This ensures that all children are supported in ways that are right for them. Consequently, all children make good progress as a result of attending the setting.

Children enter the nursery confidently and leave their parents easily as staff organise the children's welcome sessions very well. Children sit attentively on the carpets, sing 'hello' to each other and discuss their plans for the weekend. Within the pre-school room, different children are chosen each day to be the special monitors for each area. This raises their self-esteem and confidence very well. Children's communication skills are promoted well by staff, who encourage older children to share their thoughts and ideas. For example, during role-play activities, they initiate discussion about the best way to lay out the train track. This encourages children to talk as well as listen to others. At story time, staff give children good opportunities and encouragement to predict what may happen next, promoting their critical thinking and understanding. Children recognise their written names on coat pegs and when they write out their name card to self-register. The provision and easy access to writing tools encourages children to make marks and practise their early writing skills. For example, pre-school children eagerly write out their own imaginative stories. In the baby room, the younger children develop their early literacy skills. They eagerly share books and are supported by staff to recognise characters in the story. They delightedly chatter as they hold small paint brushes to paint pictures as staff encourage them to say what they have done. Young babies form close attachments with key staff, who know and understand them well. Staff use lively voices and model words when interacting with babies as they play with a good range of sensory resources. Through this, children are happy and their individual needs are well met. Children have access to weekly dance classes indoors to develop physical skills. They have daily access to the outside play area where they actively pursue energetic play and show enjoyment in being physically active.

Staff speak clearly to children, asking lots of open-ended questions and gives them time to respond. As a consequence, children are ready for the next stage in their learning. Parents receive routine updates of their child's day at nursery through verbal exchanges and a daily diary book or sheet for younger children. Children benefit from this shared approach to learning and make good progress as a result. They learn mathematical skills through adult-led activities involving the use of numbers and counting. Children learn about quantities, as they experiment with water, filling and emptying containers. Staff encourage pre-school children to count the number of jewels, which they have found as they pretend to search for treasure in the water tray. Staff encourage them to say how many they have and point to them to help with corresponding the amounts to the numbers. Words and labels are displayed indoors, so children can use them for reference and in their play. However, these opportunities are not fully extended to the outdoor area, which means that children are not supported to the optimum, in understanding how words and numbers can be used in context in different environments.

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

Pre-school children and those in the toddler room are very independent. They help to prepare their fruit for snacks, serve themselves at lunchtimes and write their names on

card for registration. Staff also talk to them about how they will become big and strong if they eat all their food. This promotes children's understanding of physical health and self-care. Staff are vigilant in promoting good hygiene as a matter of course in their daily routines. Good hand washing and nappy changing procedures are followed and staff ensure that efficient hygiene practices, combined with appropriate risk assessments, keep children safe and healthy. Children show respect for one another, observe space boundaries and begin to understand the importance of safety through the various activities on offer throughout the day. This is because staff explain why safety is an important factor in using toys and equipment. They supervise children well and have sensible rules for everybody to follow. This helps children to learn what is acceptable and how to keep themselves safe. They know the routines, such as lining up carefully when going indoors and outside. Consequently, children play well together and demonstrate safe practices when using resources. Most staff hold a current paediatric first-aid certificate, so there is always someone available to attend to children if necessary.

Staff are good role models for behaviour. They provide a calm and reassuring environment and encourage children to share, take turns and care for each other. As a result, children behave very well and play cooperatively. Staff place a strong emphasis on children developing good manners. For example, they offer gentle reminders to say 'please' and 'thank you' at snack and mealtimes. Children's emotional well-being is successfully promoted as staff offer plenty of praise to boost their confidence and self-esteem. The well-established key person system means that staff have formed close relationships with children and they are tuned into their individual needs and feelings. Children approach staff easily, chat to them and make their needs known. This shows that they are self-assured and confident in the nursery. Babies form close attachments with their key persons, which helps them to feel safe and secure while away from their parents. Interactions with babies are natural and they are cuddled and comforted as necessary because staff are sensitive to their individual needs. Staff organise space and resources to create a stimulating and clean environment in which children develop strong self-help skills. For example, children access a wide range of resources and easily help themselves to toys and materials.

Staff and parents complete 'All about me' documents, which helps staff to establish children's starting points, interests and routines. The settling-in process and transitions to the next rooms are flexible. The key persons decide with parents when the children are ready to move up. Familiar staff from their existing room accompany them during the process. Similarly, children are emotionally well prepared by staff to move onto school. The manager invites teachers to visit the nursery, in order to support children in readiness for their transition. Older toddlers can see into the pre-school room and they often spend some time together, either outside or at the beginning and end of the day. This also helps them to cope with a move up to the next age room and fits in with their developmental needs. Consequently, this effectively supports children's personal, social and emotional needs during the transition period.

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

The manager has a good understanding of her responsibilities in meeting the welfare and learning and development requirements of the Early Years Foundation Stage. The manager and staff have a robust understanding of their responsibilities in relation to safeguarding. A well-written policy is in place to support staff in safeguarding children. All staff have a good understanding of the policies and procedures in place in the setting. They understand their role in protecting children and they have attended training to ensure that their knowledge is kept up to date. For example, all staff know who to contact if they have concerns regarding the welfare of a child or if they had concerns regarding the practice of other staff members. The provider and manager ensure that all staff are suitable to fulfil the requirements of their role and have had appropriate checks carried out. Children are protected further, as all areas of the setting they come into contact with are safe and secure at all times and any accidents or injuries sustained are effectively recorded and managed. Staff carry out daily risk assessments to ensure that all areas accessed by children are safe and free from hazards. They are vigilant throughout each day, supervise children well and remove any potential risks, which may cause a danger to children.

Following the last inspection by Ofsted, the setting received a welfare requirement notice and number of actions to improve. The setting also had a monitoring visit from Ofsted. Since then the provider and manager have improved the setting in relation to staff's abilities in meeting children's individual learning and development needs, the risk assessment procedures and the provision of an appropriate environment and stimulating resources for all children. Staff have received training in the learning and development requirements and they are now confident in extending children's next steps in learning and establishing their starting points, in conjunction with parents. The manager monitors this well, through regular analysis of planning and assessment documentation and ongoing observations of staff practice. This ensures consistency across the staff team and ensures all assessments made by staff accurately reflect children's abilities and achievements. The manager maintains a good overview of the progress children make through regular discussions with staff, to ensure any identified strengths and weaknesses in children's learning and development are addressed through swift intervention, if required. Staff are further supported through effective supervision and mentoring arrangements, which ensure that they are provided with opportunities to discuss and address any issues concerning children's development or their practice.

The manager and her staff team are committed to continuous improvement and reflect regularly on the service they provide. There are plans to re-design the room accessed by babies and very young children, to create an even more stimulating learning environment for them. Other areas for improvement are identified through consultation with staff, parents and children to improve practice and provision and support children's achievement over time. Staff welcome the support from the local authority and act on the advice given, ensuring that they improve further. Partnerships with parents are well developed. Staff complete a daily diary for babies and do a verbal handover at the beginning and end of the day for the older children. Parents comment that their children are very happy in the nursery and they have made good progress. Staff are aware of the need to establish good partnerships with other providers. They are proactive in developing links with local schools and invite staff from the schools to visit the children in the nursery. They also work effectively with other professionals, in order to support children with special educational

needs and/or disabilities. They talk to speech and language therapists about how they can support the children in their care more effectively. This demonstrates the staff's commitment to working with other professionals to support children's learning effectively.

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	EY440891
Local authority	Blackpool
Inspection number	968992
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	92
Number of children on roll	60
Name of provider	Safehands Green Start Nurseries Limited
Date of previous inspection	03/03/2014
Telephone number	01253 400 035

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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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