

Safehands Green Start Nursery @ Colne

Derby Street, COLNE, Lancashire, BB8 9AA

Inspection date	08/09/2014
Previous inspection date	13/01/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children's welfare and development are well supported through the effective partnership working with parents.
- Teaching is good because practitioners have a good knowledge and understanding of how young children learn. This means they plan a range of activities that help children to make good progress in their learning and development.
- Children's safety is well supported through the comprehensive and consistently applied risk assessments. Good adult-to-child ratios and effective deployment of practitioners ensure children are cared for in a safe and secure environment.
- The management are focused, driven and passionate. Therefore, priorities for improvements are well defined and implemented.

It is not yet outstanding because

- Opportunities for practitioners to learn from each other and share their best practice, for example, through peer observations are not yet fully embedded to further improve teaching.
- There is scope for the further development of the outdoor area, in order to provide all children with more rich, interesting and challenging experiences.

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 children's play and practitioners' interaction throughout the visit both inside and outside.
The inspector spoke with the manager, area manager, individual practitioners and parents at appropriate times throughout the inspection and carried out a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
The inspector checked evidence of suitability and qualifications of practitioners working with children, the nursery improvement plan, and a selection of policies and procedures.
- The inspector took into account the views of parents spoken to on the day of inspection.

Inspector

Sue Rae

Full report

Information about the setting

Safehands Green Start Nursery @ Colne was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in old school premises in Colne, Lancashire and is managed by a private company. The nursery serves the local area and is accessible to all children. It operates from two rooms and there is a fully enclosed area available for outdoor play. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and the manager is qualified at level 5. The nursery opens Monday to Friday, all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 23 children attending who are within the early years age group.

What the setting needs to do to improve further

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

- maximise learning opportunities in the outdoor learning environment, so that it is more attractive, accessible and reflects the high level of challenge provided in the indoor environment.
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Inspection judgements

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

Children are welcomed into the friendly and warm environment, where they show that they feel safe and secure. They clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the practitioners caring for them. Attentive practitioners play alongside the children, offering gentle support and encouragement to extend children's learning with individual attention. Information gathered by the key person when children first attend provides a good base for establishing children's starting points in learning. This enables practitioners to plan for individual children's progress from their earliest days in the nursery. As a result, children settle quickly because practitioners understand their needs well and meet them consistently. Practitioners have a secure knowledge of how children learn and teaching is good. Through precise observation, assessment and individual planning of children's next steps, children make good progress considering their starting points, age and capabilities. This information is also used to inform the required progress check completed between the ages of two and three years, which is shared with parents. Practitioners plan activities

and opportunities together as a team, taking into consideration the children's interests. Good-quality information regarding children's needs and the activities they take part in is shared. Parents are actively involved in contributing to their children's development through daily discussions. This enable parents to support their child's learning at home, in order to help children make optimum progress. Parents are actively encouraged to access their child's record of learning and share information about their child's learning at home. Resources, such as library books, which children choose from the local library and then take home, further involve parents in children's learning.

All areas of the nursery are well organised to allow children to select activities for themselves. Inspiring displays of children's work give them a sense of being valued, resulting in their confidence and esteem being promoted. A well-organised balance of adult-led and child-initiated activities means children learn to explore, think and play together. Through social occasions, such as lunchtime, children develop their personal, social and emotional skills. Children enjoy the social aspect of their time at the nursery, becoming independent and confident individuals. At lunchtime, children have opportunities to set the table, serve their own food and tidy away afterwards, promoting their independence. Children are able to move around freely. They have access to a well-resourced secure outside space, where they can use a wide range of toys and equipment to promote their physical development, which is progressing well. They show confidence and an awareness of safety when exploring the outside space, balancing, climbing and riding bicycles. Children clearly enjoy taking part in action and rhyming songs, as they enthusiastically identify different parts of the room, learning to understand words have meaning. Access to a range of writing materials allows all children to explore their early writing skills. Children recognise print carries meaning through the wide array of labelling in the environment. Activities that promote children's hand-to-eye coordination are promoted indoors and outdoors. For example, outside, children use containers and practise squirting paint onto large pieces of paper, cut out pictures using scissors, and fill and pour using different utensils in the sand.

Children are secure in communicating their needs and preferences, and they confidently approach the practitioners to ask for help when needed. Practitioners ask open-ended questions, which also encourage children's problem-solving skills. For example, when playing with jelly cubes, children talk about the jelly and how it looks different to the jelly they eat. The practitioner encourages the children to find out what happens to the jelly cubes when they are added to water, and suggests they try both warm water and cold water. They talk about how the warm water changes colour and how the jelly cubes become smaller. This shows that practitioners use children's interests to extend and challenge their knowledge and understanding of the world. When practitioners read stories, children sit and listen, and they are interested to hear what happens next. Their enjoyment and concentration are abundantly clear. These activities support children's early language development and literacy skills, and promote their knowledge and understanding of the world around them. Children are active and animated learners, who are developing the skills and attitudes needed to prepare them for their next stage of learning, such as moving onto school.

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

Practitioners are positive role models, who are calm and caring in all their interactions with children. They have a good understanding of expectations of children's behaviour, taking account of their individual needs and stage of development. They support children well in developing their understanding of differences and caring attitude. Practitioners recognise and offer praise for their kindness and their very positive behaviour. The key-person system is successful and ensures that children feel secure and safe, enabling them to confidently explore and develop their independence. The environment provides a good range of age-appropriate toys, games and resources, which are easily accessible to children to promote their learning. All children benefit from access to an outdoor play area. Here they enjoy a wide range of activities, such as balancing on beams, sand pit, mud kitchen, digging and planting activities. However, there is scope for the outdoor area to be more attractive and appealing in order to ignite children's interest and offer even more challenge. Children's self-esteem, confidence and emotional security are well supported because practitioners acknowledge their individual needs and traits. All children show an extremely strong sense of belonging within the nursery, and are developing a good understanding of how to manage risks and challenges relative to their age. For example, practitioners support children to stay safe when using scissors. They explain how to hold them, store them safely and the importance of safely carrying scissors, to keep themselves and others safe. Practitioners support younger children as they fill containers in the water tray, practising their control of using utensils. Children's physical development is supported well.

Behaviour across all age ranges within the nursery is good. Practitioners ably encourage children from an early age to learn the importance of sharing and turn taking. They gently guide children as they talk about this, supporting them through distraction and encouraging them to join in play with other toys. Older children demonstrate their understanding as they take turns and listen to each other. They work together, showing effective negotiating skills as they cooperate and share the baby dolls and the blankets when they take the babies for a walk. Other children show how they work extremely well and independently, as they engage in practising their mark-making skills writing their names on their pictures. Children show a significant understanding of responsibility within the nursery as they confidently follow routines. They wash their hands before snack, and eagerly and expertly tidy up at suitable times.

A variety of healthy snacks are offered to the children during the day. Lunch menus are varied and healthy, reflecting a variety of cultures. This ensures that the children enjoy healthy food and experience a variety of tastes. All children have access to drinks throughout the day helping to keep them hydrated. Children learn good self-care skills, as they learn to be independent by putting on aprons and choosing to play with the paint outdoors. For children at the potty training stage, practitioners work exceptionally well with parents and at the child's pace, sensitively assisting them to adjust to new routines. Practitioners skilfully support children's transition both within the nursery and to school. Transition within the nursery is at children's pace, working in partnership with parents. This means their emotional well-being is truly supported. Parents and children are well prepared for the next stage in their learning and development, as the nursery supports them in making the move to school. They develop confidence in various social situations, which prepares them for moving on. Good links with local schools ensure that children's

interests and needs are effectively met. Links with other outside agencies are extremely strong.

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

Practitioners are confident in their responsibilities to safeguard children. They know the procedures to follow and fully understand who to report any concerns to. The designated safeguarding officers provide leadership in this field. All practitioners complete safeguarding training, and the manager monitors their knowledge through specific questions asked at supervisions and discussion about policies at staff meetings. Children's safety and protection is further assured because practitioners are also secure about the procedure to follow with regards to concerns about adult behaviour. A robust recruitment and vetting process is in place, to check and monitor practitioners' suitability to work with children. All practitioners and students receive induction training, and a checklist monitors if they have been informed of all the relevant policies and practices. The ratio of adults to children is good and children are well supervised. Practitioners are sufficiently deployed throughout the nursery to ensure children's needs are effectively met. Comprehensive policies and procedures to promote children's health, safety and welfare are in place and successfully underpin the nursery's daily practice. Records of complaints are accurately recorded and effectively managed. Legally required records for children's welfare are accurately maintained, such as their attendance records and medical records.

The management team has a detailed understanding of their roles and responsibilities with regard to meeting all requirements of the Early Years Foundation Stage. There is a strong drive for improvement to support children's achievements over time, which is reflected in effective systems for self-evaluation. This includes close monitoring of the planning and delivery of the educational programmes, and the assessment of children and their progress. Practitioners ensure that children are provided with a wide range of activities to support their good progress towards the early learning goals. The management team is continually reflecting on what they do to improve the quality of the provision. Children and parents are involved in the process; their views are actively listened to and their ideas and suggestions implemented. The management team monitor the quality of teaching through direct observations, reviewing the outcome and setting performance targets for practitioners. Although practitioners have begun to carry out peer observations, these are not yet embedded in order to see the practice of all practitioners raised to the highest level through honest and critical reflection. Appraisal sessions offer practitioners support and identify opportunities for professional development. Practitioners have good opportunities to pursue training and develop their professional skills. The management team is committed to developing the self-evaluation process further, and has identified specific areas for improvement and, subsequently, drawn up action plans to support these developments.

Partnerships are well established. Communication takes place between providers and external agencies, supporting individual children on a regular basis, to ensure information is shared and promotes children's well-being and learning. Positive relationships with parents are well established, ensuring each child's needs are met. The manager

recognises the importance of these partnerships and continually strives to find new ways to encourage parent involvement. For example, the introduction of a display board which allows parents to record and share any special moments or interests that their children have. Parents spoken to on the day of the inspection indicate they are happy with the nursery and their children enjoy their time in there.

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	EY455380
Local authority	Lancashire
Inspection number	962551
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	64
Number of children on roll	23
Name of provider	Safehands Green Start Nurseries Limited
Date of previous inspection	13/01/2014
Telephone number	01282860797

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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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