

# Safehands Green Start Nursery at Oak Tree

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



## Inspection date

2 February 2015

Previous inspection date

2 July 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good because staff fully understand how to promote children's learning and have high expectations for their achievements. As a result, children make good progress.
- High priority is given to securing children's welfare and safety, by ensuring the safeguarding and welfare requirements are fully implemented and consistently monitored.
- Staff provide a rich, varied and imaginative educational programme. As a result, children enjoy activities and make good progress in relation to their starting points.
- Children are sociable, courteous and well behaved. Praise and encouragement from staff ensures children feel secure and included. This promotes children's emotional well-being.
- The setting is led by a strong management team. All staff benefit from regular training and mentoring. Consequently, children are cared for by staff who are knowledgeable, confident and enthusiastic about their role.
- Excellent partnerships with parents and other professionals contribute to the staff's knowledge of children's individual needs.

### It is not yet outstanding because:

- The organisation of large group activities does not always maximise children's capacity to listen attentively, or enable them to be fully engaged in their learning.
- The outdoor environment does not fully promote children's learning and development across all seven areas of learning.

## What the setting needs to do to improve further

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

- improve the organisation of large group activities, so that children can fully engage in their learning by being able to listen and concentrate more fully
- make the most of the outdoor learning environment by ensuring that all areas of learning are fully promoted and that all children are provided with highly challenging and stimulating experiences.

### Inspection activities

- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation folder and improvement plan.
- The inspector observed play and learning activities in the playroom and spoke to staff and children in the indoor and outdoor environments.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to the children's key persons.
- The inspector took account of the views of parents spoken to on the day.
- The inspector held a meeting with the area manager and manager of the setting and had a discussion regarding policies and procedures.
- The inspector conducted two joint observations with the manager.

### Inspector

Janet Weston

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff support and extend children's learning through encouraging children to think. Staff also provide children with space and time to explore their own learning independently. However, the organisation of large group activities does not always support the capacity of older children to listen well, concentrate and participate effectively in learning. Nevertheless, the majority of the other adult-led activities offered are fun and exciting, presenting children with a good level of challenge to enhance their development. Consequently, children are making good progress and are developing the skills they need to prepare them for school. The indoor area is welcoming and stimulating. However, this is not replicated in the outdoor learning environment. For instance, some equipment is not appealing to children and is untidy. Furthermore, this area does not support children's learning across all areas, particularly with regard to understanding the world, mathematics and literacy. Partnerships with local schools are well established. This supports a smooth transfer between the setting and the school, which promotes continuity in children's care and learning.

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

Staff create an inclusive provision where all children are valued. Children are confident as they play and explore. They form close emotional attachments with their key person and their peers. Settling-in procedures help to ensure children are fully supported. Staff work effectively with outside agencies and other professionals involved in children's care to meet any additional care needs. Staff offer gentle reminders to children about safety, such as not to run inside, which helps them to understand how to keep safe. Staff talk to children about the importance of washing their hands before eating. Staff are also vigilant in their hygiene procedures at snack and mealtimes and follow stringent procedures for nappy changing. Dietary requirements are adhered to and take into account parental preferences. Thorough records of accidents and any medication administered are in place.

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

Recruitment procedures are robust and ensure all staff working with children are suitable. Daily risk assessments ensure that the premises, environment and equipment are safe. Most staff have a current paediatric first-aid certificate. The manager undertakes observations of staff practice and discusses findings during supervision meetings, which support staff in their continuous professional development. The manager has a good overview of the progress children are making through the comprehensive tracking system. Any identified gaps in learning are discussed with parents and additional support, if needed, is sought to ensure children's needs are consistently met. Self-evaluation takes into account the views of staff, parents and children. The actions have been addressed from the last inspection and practice has improved. All policies and procedures are shared with parents. This ensures that parents are aware of the standards to which the setting operates.

## Setting details

<b>Unique reference number</b>	EY440880
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	986982
<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>	62
<b>Number of children on roll</b>	127
<b>Name of provider</b>	Safehands Green Start Nurseries Limited
<b>Date of previous inspection</b>	2 July 2014
<b>Telephone number</b>	01270 685 730

Safehands Green Start Nursery was registered in 2011. The nursery employs 17 members of childcare staff. Of these, 16 hold appropriate early years qualifications, including two with Early Years Professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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