

Safehands Day Nursery

Abbotsford House, 15 Kent Road, Harrogate, North Yorkshire, HG1 2LH



Inspection date

24 March 2015

Previous inspection date

28 July 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Staff are well qualified and have extremely good knowledge of how children learn and develop. As a result, activities and learning opportunities are carefully planned, which excite children and motivate them to learn.
- All children make rapid progress from their starting points. This is because staff get to know children very well and tailor each child's learning to their individual needs. Consequently, any gaps in learning are promptly closed and all children are challenged in their play.
- Staff fully understand children's care needs. They follow them meticulously and liaise with parents regarding any changes to children's routines. This means children's care is seamless between home and the setting.
- Staff have excellent knowledge of how to safeguard children. They regularly attend safeguarding training and information is cascaded at monthly staff meetings.
- All staff fully understand the requirements of the Early Years Foundation Stage. They use their excellent understanding of child development to support children's learning and follow a comprehensive set of policies and procedures to underpin their practice.
- The management team lead the setting exceptionally well. They are passionate about creating a stimulating and welcoming environment for all children to reach their potential and continuously strive to improve.
- All staff feel very supported by their peers and the management team. As a result, the staff team work incredibly well together. In addition, they take responsibility to mentor and integrate new staff into the team, in order to continue the welcoming ethos of the setting.

What the setting needs to do to improve further

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

- enhance children's already outstanding communication and language skills further, for example, by encouraging more confident children to wait and take turns when answering questions at large group time.

Inspection activities

- The inspector observed children in the four main rooms and in the outdoor area.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the provider, manager, staff, children and parents.
- A range of documents was inspected including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures and the setting's development plans.
- The inspector sampled parent questionnaires and took into account the views of parents spoken to on the day.

Inspector

Laura Hoyland

Inspection findings

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

Children are exceptionally well prepared for school because staff ensure that activities and resources offer children challenge, and support them to acquire independence skills. Children think for themselves and create their own games, they make rules and listen to each other as they share their ideas. Children are developing respect for each other and cooperate well. Staff know children's interests and plan meaningful next steps in their learning. These are shared with parents who contribute through observations made at home. Each child has an All about me bag. They fill this with special objects to talk about at group time. This develops their confidence and self-esteem as they share their objects with others. Staff are aware that at times more confident children require a little more understanding of the need to listen to others and take turns when speaking. Staff deploy themselves very well to facilitate learning. They listen to children as they play, offer ideas and ask meaningful questions to promote children's thinking skills. As a result, children concentrate for long periods of time and are often reluctant to leave at the end of the day.

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

Staff spend quality time with children and parents during their chat and trial sessions. Each child's needs are discussed in detail and an individual care plan is created. This enables staff to follow children's routines and parental preferences with precision. Staff clearly understand the impact of creating positive relationships with parents and children. Relationships with children are well established, and children demonstrate their attachments to staff as they ask for cuddles and interact with staff as they play. These relationships mean children feel safe, secure and their emotional needs are exceptionally well met. Children's physical needs are promoted in a wide variety of ways. Intimate care practices, such as nappy changing are carried out frequently and sensitively. In addition, every child experiences outdoor play several times during the day. They climb on apparatus and take small risks as they learn how their bodies work. Children are extremely confident in their play because staff allow them freedom to believe in their capabilities and develop their self-belief.

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

Leadership and management of the setting are inspirational. The manager works with all staff to create an environment that is welcoming for all parents and children. Parents' views are gathered regularly through parent questionnaires and parents speak very highly of all staff and the way they teach and care for their children. The manager monitors the progress of children closely and works within the rooms to support staff and role model best practice. Regular supervision meetings are held to discuss individual children's progress and plan how to close any gaps in learning and how to challenge more able children. Monthly staff meetings are arranged and used for staff to discuss the development plans of the setting. All staff are aware of the current targets they are working towards and there is a clear passion to continuously drive the setting forward.

Setting details

Unique reference number	EY278443
Local authority	North Yorkshire
Inspection number	860993
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	70
Number of children on roll	93
Name of provider	Safehands Day Nursery Ltd
Date of previous inspection	28 July 2009
Telephone number	01423 525544

Safehands Day Nursery was registered in 1994. It is situated in Harrogate, North Yorkshire. The setting employs 18 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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