

# Safehands Green Start Nursery @ Accrington

56-58 Haywood Road, Accrington, BB5 6AT



## Inspection date

9 November 2015

Previous inspection date

19 April 2013

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>  | <b>2</b> |
|---|-------------------------|--------------|----------|
|   | Previous inspection:    | Satisfactory | 3        |
| Effectiveness of the leadership and management                |                         | Good         | 2        |
| Quality of teaching, learning and assessment                  |                         | Good         | 2        |
| Personal development, behaviour and welfare                   |                         | Good         | 2        |
| Outcomes for children   |                         | Good         | 2        |

## Summary of key findings for parents

### This provision is good

- The manager has made considerable progress since the previous inspection. She has a robust understanding of the statutory requirements and implements them effectively across the nursery. There are comprehensive policies and procedures in place, including recording and responding appropriately to complaints, administering medicine and minimising any potential risks and hazards across the nursery.
- Staff use comprehensive assessment methods to identify any gaps in children's progress. They establish strong partnership working with parents to meet children's needs and interests and to help continue their learning at home.
- Staff share effective strategies with parents to promote consistent, positive behaviour. This contributes to children's understanding of expectations. They show kindness, respect and play cooperatively together.
- Staff support children well, to be active and independent learners. Children are prepared well for their next stages in learning and for school.

### It is not yet outstanding because:

- The management team does not have a highly focused and targeted programme of professional development in place to ensure the quality of teaching continues to improve.
- The staff do not always ensure that children are provided with plenty of choices throughout the day. The outdoors area does not always have resources that are easily accessible.

## What the setting needs to do to improve further

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

- enhance the programme of continuous professional development to support staff to improve their knowledge, understanding and practice, and to ensure the quality of teaching is constantly improving
- provide children with more choice throughout the day, for example, by offering a wider range of accessible resources in the outdoors area.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector looked at children's records and planning documentation. She looked at evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures and the nursery's self-evaluation.
- The inspector looked at parental feedback documents. She spoke to a small selection of parents during the inspection and took account of their views.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager.

### Inspector

Cath Palsler

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team effectively maintains staff ratios and has robust safe recruitment procedures in place. Most of the staff hold relevant childcare qualifications and have undertaken appropriate first-aid and safeguarding training. This contributes to their comprehensive understanding of what to do should they be concerned about the welfare or safety of a child. The manager has introduced an effective programme of staff supervision and is keen to implement a more rigorous and targeted training plan to promote the quality of teaching even further. The manager and staff liaise with other professionals to raise the quality of all areas of practice across the nursery. The views of parents, children and the staff are sought regularly to identify priorities for development and drive improvement. Parents are invited to contribute to their children's learning both at the nursery and at home. They speak highly of the staff and are pleased with the good progress that their children are making.

### Quality of teaching, learning and assessment is good

Staff liaise closely with parents to establish children's interests and abilities when they first join the nursery. Staff know their children well and tune in well to their communications. They use a variety of strategies to promote children's language skills. For example, staff provide younger children with gestures to accompany words and phrases that they copy and repeat. They give older children opportunities to express their own views and opinions, and talk about their experiences. This contributes towards children's increasing confidence in communicating with others. Staff use a range of effective strategies to support children's early literacy and mathematical skills. Children are supported well to develop the skills and attitudes that promote their future learning.

### Personal development, behaviour and welfare are good

The key-person system works well. Staff are deployed effectively and supervise children well. They work closely with parents to establish children's individual care needs and routines from the start. Staff implement care routines well. They maintain good records of nappy changes and the meals young children have to keep parents well informed each day. Children settle in quickly and develop a sense of belonging. Staff are enthusiastic and show a genuine interest in the children. They use a range of effective methods to help children express their own feelings and emotions. For example, children have plenty of opportunities to play outside in the fresh air and explore the different weather conditions. They enjoy the feeling of the rain on their faces and splash energetically in puddles. This contributes to children's confidence, self-esteem and motivation to learn. Children enjoy healthy food and follow good hygiene routines. Staff support children's physical and emotional well-being effectively.

### Outcomes for children are good

Staff accurately evaluate and review children's individual progress and effectively plan their next steps in learning. All children, including disabled children and those with special educational needs and those who speak English as an additional language are making good progress from their starting points.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY455383                                |
| <b>Local authority</b>             | Lancashire                              |
| <b>Inspection number</b>           | 1031430                                 |
| <b>Type of provision</b>           | Full-time provision                     |
| <b>Day care type</b>               | Childcare - Non-Domestic                |
| <b>Age range of children</b>       | 0 - 5                                   |
| <b>Total number of places</b>      | 59                                      |
| <b>Number of children on roll</b>  | 53                                      |
| <b>Name of provider</b>            | Safehands Green Start Nurseries Limited |
| <b>Date of previous inspection</b> | 19 April 2013                           |
| <b>Telephone number</b>            | 01254398216                             |

Safehands Green Start Nursery @ Accrington was registered in 2012. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, including one who holds a qualification at level 5 and one who has a qualification at level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and disabled children and those with special educational needs.

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