

Safehands Green Start Nursery @ Preston

162 Ribbleton Avenue, Ribbleton, PRESTON, Lancashire, PR2 6DB



Inspection date

19 January 2017

Previous inspection date

28 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 motivated and passionate manager is successfully driving improvement to raise the quality of children's care and learning. Detailed performance management identifies strengths and weaknesses. Training opportunities and in-house workshops help to support staff to improve their knowledge.
- Good relationships form between staff and children. There is a gradual introduction into the nursery at the start of the placement. This helps children to feel safe and secure in the nursery environment. Parents contribute what their children can already do and this is used to help plan activities from the outset.
- Children are happy and enjoy their time at the nursery. Staff foster children's self-esteem through effective use of praise and encouragement. Children display a 'can do' attitude and they demonstrate that they are willing to have a go and participate in activities.

It is not yet outstanding because:

- The manager does not yet make the most of information gained from assessments to monitor and review the progress of different groups of children.
- Overall, partnerships with parents are good. However, staff do not provide parents with regular information to help them continue their child's learning at home.
- Occasionally, staff ask too many questions of children and do not give them sufficient time to respond and consolidate their thinking and ideas.

What the setting needs to do to improve further

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

- make better use of information from assessments to check the progress made by different groups of children
- build further on partnerships with parents so that they can continue to support their children's learning at home
- support staff to develop their teaching skills so that they consistently give children time to respond to the questions that are asked of them and support them to develop their thinking.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector had a tour of the nursery.

Inspector

Karen Cox

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a clear understanding of their role in protecting children and know who to report any concerns to regarding children's welfare. The well-qualified staff are suitably deployed to support and supervise children and ratios are maintained. Recruitment procedures are robust. These include suitability checks for all staff. Furthermore, staff complete detailed daily risk assessments which help to ensure children's safety. The management team uses their experience and knowledge to evaluate and constantly make improvements to the setting. Staff have undergone sign language training to help support all children's communication and language skills. The views of staff, parents and children are sought as part of the nursery's self-evaluation. Parents are complimentary and state that staff are friendly and caring.

Quality of teaching, learning and assessment is good

Staff provide a stimulating range of activities that supports children's interests and extends their learning. They effectively observe children's achievements and identify next steps in their learning and development. Overall, the quality of teaching is good. Staff engage well with children in their play and enthuse and ignite children's passion for learning. For example, younger children help to make play dough and develop their hand-to-eye coordination as they mix ingredients together. They enjoy exploring sensory activities as staff describe what is happening and add new vocabulary as they crunch, crush and mix cornflakes. Older children enjoy investigating the changes to sand as they add water. They begin to comprehend mathematical concepts as they count and talk about volume and capacity. They practise making marks as they create their own pictures, talking about what they are drawing and the colours they are using. Staff work closely with other professionals to ensure continuity of care and to support children's progress further. This includes children who have special educational needs or disability and those who speak English as an additional language.

Personal development, behaviour and welfare are good

Children are confident, active learners who independently select what they would like to play with from good quality resources. Staff recognise the importance of being good role models. They give clear and consistent reminders to children about the rules of the nursery. This supports their growing awareness of what is acceptable behaviour. Children benefit from frequent opportunities to play outside in the fresh air. They develop their physical skills and have an understanding of keeping themselves safe as they negotiate the space available using a variety of equipment and resources.

Outcomes for children are good

All children make good progress from their starting points. Additional funding has been identified to help support children even further. Children learn about other languages, cultures and religions. They socialise well and demonstrate a good understanding of sharing and taking turns. They foster their self-care skills and independence through everyday routines. Children are developing the skills and attributes they need for the next stage in their learning, including school.

Setting details

Unique reference number	EY455369
Local authority	Lancashire
Inspection number	1066453
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	56
Number of children on roll	58
Name of registered person	Safehands Nurseries Limited
Registered person unique reference number	RP903370
Date of previous inspection	28 May 2013
Telephone number	01772792484

Safehands Green Start Nursery @ Preston was registered in 2012. It is situated in the Ribbleson area of Preston in Lancashire. The nursery employs seven members of childcare staff. All hold appropriate early years qualifications at level 3 or above. The nursery opens on Monday to Friday and all year round, except for a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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