

# Safehands Green Start Nursery @ Barnoldswick

Edmonson Street, BARNOLDSWICK, BB18 5EY



## Inspection date

19 December 2017

Previous inspection date

24 May 2013

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

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Leaders and managers do not always ensure risk assessment processes are suitable to identify all hazards present and minimise the potential risks to children.
- Staff do not ensure they consistently complete and share with parents, the progress check for all children between the ages of two and three.
- The quality of teaching is inconsistent and does not always support children's learning well enough. Staff do not always provide appropriate interaction and effective challenge to help children move forward in their learning and development.
- Some daily routines are not organised well and children wait for long periods before moving to the next activity. This interrupts their play and learning unnecessarily.
- Staff have not given enough consideration to ensuring the environment is stimulating and inviting to help children actively engage in play and motivate them to learn.

### It has the following strengths

- Children behave well. They are polite, respectful and readily share toys and take turns.
- Staff share some information about children's ongoing development and how to support their learning at home. Parents comment positively about the level of communication, particularly parents of babies. They are kept well-informed about children's daily activities and care routines including nappy changing and what babies are consuming.
- Leaders and managers ensure that all relevant documentation is available for inspection, including accident or injury records and records of any complaints received.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve the risk assessment procedures to ensure that all reasonable steps are taken to identify and minimise potential risks to children in the environment</li> </ul>	02/01/2018
<ul style="list-style-type: none"> <li>■ ensure the statutory progress check is carried out for all children when they are aged between two and three years and shared with parents</li> </ul>	02/01/2018
<ul style="list-style-type: none"> <li>■ improve teaching so that staff consistently plan challenging, enjoyable experiences through good-quality interaction to help children progress more quickly.</li> </ul>	31/01/2018

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

- improve the organisation of daily routines, to make the most of opportunities to help keep children engaged in their play and learning
- provide a more stimulating environment to keep children motivated and engaged in their play.

### Inspection activities

- The inspector observed the quality of interactions during activities and assessed the impact this has on the children's learning and development.
- The inspector held a meeting with the manager and the area manager. She looked at relevant documentation, including evidence of the suitability of the staff working at the nursery.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.

**Inspector**  
Linda Shore

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Leaders have procedures in place to evaluate the quality of the provision and recognise the need to make improvements, particularly in the quality of teaching. New systems are in place to address this. Staff are now actively involved in the input and analysis of progress data for their own key children and seek training, such as letters and sounds to address identified gaps. Also, the manager models high-quality practice and interactions for staff to improve the quality of teaching but this is yet to have the impact required. Risk assessments do not ensure that staff identify all potential hazards during the routine daily checks. For instance, loose staples within reach of toddlers in the pre-school room. Robust recruitment procedures ensure staff are suitable to work with children. They have attended training and understand what to do if they have concerns about the welfare of a child. Safeguarding is effective.

### Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent. At times, children are fully engaged in their play and are supported effectively by staff. For example, they are proud of the praise they receive when they persevere with finding letters in the sand and recognise the 'kicking k'. However, children do not always receive the support that they need to engage and learn well. Some activities are not appropriate for their age and stage of development. For instance, older babies enjoy a gluing and sticking activity but younger babies cannot manage and find it frustrating. Older children hone their physical skills as they use tools, such as scoops with one hand to successfully transfer grains to another container. Staff observe and assess children's development regularly and accurately. They know the children well and identify the next things children need to learn. However, staff do not consistently complete the statutory progress check for all children aged between two and three years and share the information with parents.

### Personal development, behaviour and welfare require improvement

Staff do not always plan or deliver effective routines in pre-school and some children are not engaged in purposeful play. For example, children wait too long at the door to go outside while staff make the playground safe. Also, some indoor areas are not resourced in a stimulating and inviting manner to motivate children to explore and learn. They can become noisy, though not badly behaved, when they are not actively involved in play. This can disrupt the concentration of others involved in quiet group times. Children are all comfortable with their key person. Children show confidence as they manage their own coats to go outside and on their return, even help a member of staff to unzip hers. Children eat healthy snacks and meals and learn good hygiene habits. They wash regularly and staff talk to them about how this helps keep them healthy.

### Outcomes for children require improvement

Variability in the quality of teaching means that not enough children make good progress in their learning and development. Generally, children are confident and sociable. Older children gain some of the skills they need to help them prepare for their eventual move to school. They manage their self-care well and recognise letters and numbers in print.

## Setting details

<b>Unique reference number</b>	EY455362
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1066452
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	64
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Safehands Nurseries Limited
<b>Registered person unique reference number</b>	RP903370
<b>Date of previous inspection</b>	24 May 2013
<b>Telephone number</b>	01282813827

Safehands Green Start Nursery @ Barnoldswick registered in 2012. The nursery employs seven members of childcare staff. Of these, one is qualified to degree level, five hold appropriate early years qualifications at level 3 and the manager is qualified to level 4. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round except for one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

