

# Safe 'n' Sound Nursery

Featherstone Lane, Featherstone, Pontefract, West Yorkshire, WF7 6LS



<b>Inspection date</b>	15 January 2018
Previous inspection date	25 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:	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

- All children, including babies, form strong bonds with staff. They enjoy cuddles, hugs and affectionate relationships. They are happy, well settled and demonstrate that they feel safe and secure.
- The well-established key-person system works well and ensures that staff are effectively deployed across the nursery to support children to join in activities they enjoy.
- Staff observe children closely and identify areas of their development for further focus. They plan learning opportunities that are linked with children's interests, to fully engage them and help them to make good progress.
- The manager and staff provide a broad range of stimulating activities and experiences to promote children's learning in the attractive, well-resourced nursery environment. Children have good opportunities to play and continue their learning outdoors.
- Parents speak very highly of the nursery and are happy with the care their children receive. They report the nursery staff are welcoming and share regular information with them, including ideas of activities for them to do at home. This helps to provide consistency in the child's learning and development.

### It is not yet outstanding because:

- Some staff do not consistently use the opportunities during everyday routines to encourage and extend children's language skills.
- Monitoring of staff's professional practice is not yet rigorous enough to focus on ways to consistently extend teaching skills further.

## What the setting needs to do to improve further

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

- support staff to consistently develop and extend younger children's language skills as they go about their day
- refine the arrangements for professional development to focus more precisely on supporting each member of staff to understand what they need to do to raise the standard of teaching.

### Inspection activities

- The inspector observed the quality of teaching and the support for children's learning during activities inside and outside.
- The inspector assessed how well leaders and staff understand and implement nursery policies, and how they monitor children's learning.
- The inspector carried out a joint observation to assess how well leaders monitor the quality of teaching.
- The inspector talked to parents, staff and children during the inspection and took their views into account.
- The inspector looked at a range of documentation including evidence of staff qualifications and the suitability of staff working in the nursery. She also viewed children's learning records.

### Inspector

Rachael Barrett

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders ensure that staff access regular safeguarding training. As a result, staff understand their statutory responsibilities and know the process to follow if they have any safeguarding concerns. Staff attend regular meetings to access training, support and guidance in their role. There is a robust recruitment and induction process in place to ensure that all staff are suitable to fulfil their role. The manager and staff work well with other settings and outside agencies. They monitor the overall progress groups of children make. As a result, children with special educational needs and/or disabilities and those who speak English as an additional language are supported well.

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

Staff capture children's interests through exciting activities and their timely and effective interactions. They give children time to think and encourage them to work things out for themselves. As a result, children are very enthusiastic and purposeful as they play and learn together. For example, a group of older boys independently explore the polar bear display and explore their own ideas for a sustained period of time. All staff know the children well and make sure they set the right challenges so that children progress. Staff support children to learn early literacy skills well. For example, babies sing action songs, make marks with their bodies in flour and older children explore different letters and sounds using different objects. Children are self-motivated to learn. Staff support children to learn mathematical concepts and matching objects as they play games and puzzles together. They have fun developing their physical skills and explore the inviting environment. For example, they manipulate the play dough, water and sand. They stand and paint at large easels and splash in the muddy puddles outside.

### Personal development, behaviour and welfare are good

Staff provide a strong focus on promoting children's personal development and welfare. They work hard to ensure children learn how to keep themselves safe and develop their respect and understanding of each other. Staff give praise and encouragement to children. Consequently, the behaviour of children is very good. Older children are developing skills to manage their own behaviour and resolve conflicts. Children are encouraged to learn how to take risks and explore in a safe but not restricting environment. Staff are sensitive when carrying out intimate care routines. They ask children if they can change their nappy and talk and sing to them throughout.

### Outcomes for children are good

Children make good progress. When starting points are below expected levels, the assessments and subsequent interventions are making a difference for individual children. Additional funding is well used and well planned for. It helps provide additional support for those children who need it. Children are developing early writing skills and are learning to count and recognise numbers in the environment. They enjoy being physically active outside. Children are enthusiastic and motivated to learn. They learn key skills in readiness for their move on to school and are competent and resilient learners.

## Setting details

<b>Unique reference number</b>	EY272107
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	1064492
<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>	1 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	109
<b>Name of registered person</b>	Automatic Process Limited
<b>Registered person unique reference number</b>	RP905502
<b>Date of previous inspection</b>	25 April 2013
<b>Telephone number</b>	01977 600 945

Safe 'n' Sound Nursery registered in January 2004. It is situated in Featherstone, near Pontefract. The nursery employs 13 members of childcare staff, of whom, all hold early years qualifications at level 3 or above. The manager and another staff member hold early years professional status. The nursery is open all year round, excluding bank holidays and one week at Christmas. Opening hours are Monday to Friday between the hours of 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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