

# Inspection of Safe Haven Day Nursery

61a High Street, Mansfield Woodhouse, Mansfield, Nottinghamshire NG19 8BB

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Inspection date: 5 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at the nursery with their parents and are keen to enter. Staff are warm and welcoming. They give children reassurance, if needed, and develop positive relationships with children and their families. This supports children to be happy and confident. Children engage well, especially when staff use facial expressions to build up awe and wonder about a resource.

Children understand the routines of the day. For example, when babies see the lunch tray arrive, they make their way into the food area. Toddlers cut up enough fruit for all their friends to have for snack, and pre-school children find a chair to sit in for lunch and wait for their friends.

Children work together. In the toddler room, children get their baskets ready to go to the shop. They walk around and choose items from the room to put in their basket. They approach visitors and lift their baskets up, showing them they have got their 'dinner'. Children respect one another. They take it in turns with toys they play with and interact well with one another. Children are proud of what they achieve. Babies clap to themselves when they know they have completed a task, and pre-school children lift their pictures up to show staff, then talk about them together.

### **What does the early years setting do well and what does it need to do better?**

- Staff and managers understand child development and how children learn. They plan their environments and activities to support all children's readiness for their next stage of learning. This includes children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language.
- Children are supported by staff to gain skills towards becoming independent. Babies feed themselves finger foods provided by staff. Toddler and pre-school children serve themselves using large utensils at lunchtime. Pre-school children then carry their plates to the wash-bowl after eating, where they scrape away any leftover food and put their cutlery in a tray ready to wash.
- Children are encouraged by staff to have their own ideas. For example, when toddlers sit and cut melon, staff encourage children to think about the seeds found in different fruits. They talk about whether the melon has seeds and what can grow from a seed. Children share their idea that there is a big seed in watermelons.
- Staff support children to understand how to keep themselves safe and healthy. For example, when children walk down the stairs, staff sing, 'When we walk down the stairs, we hold the rail.' When children get ready for snack time, staff talk to them about germs as they wash their hands. Staff encourage children to

talk about foods that are healthy and unhealthy as they eat their meals.

- Children develop their physical skills. Babies are encouraged to pull themselves up on low-level furniture, and staff encourage them to take their first steps across the room. Outside, toddlers run around and play an animal chase game. Staff pretend to be different animals, making sounds and running around with children. Inside, pre-school children create a long walkway balance using wooden blocks, then balance across them skilfully.
- Parents are happy with the setting. They share how accommodating and supportive staff are with their family circumstances. Parents comment on the positive communication they receive from the nursery, which helps them to know their child's next steps in learning. They receive a daily handover about their child's day, and they have access to an online system where staff share updates about their child.
- Staff say that they feel well supported by their leaders and managers. They have regular meetings when they can discuss their professional development. Staff feel they can speak with leaders and managers about anything that may affect them and support is promptly put in place for this.
- Generally, children behave well. Staff praise children who behave as they expect. For example, staff clap and say 'yay' when babies try fruits for the first time. However, behaviour expectations are not consistent for all children. For example, younger children climb onto chairs, bounce up and down and try to climb over the arm and up the back of the chair. Staff say 'steady' but do not always support children to understand what is expected of them.
- Generally, children's communication and language are supported. Most staff repeat words, model language and use actions with children, but this is not yet consistent. For example, when children explore the sensory space, they make sounds to communicate. However, staff do not pick up on these communication cues. Because of this, children disengage with their play and walk around the room.

## Safeguarding

The arrangements for safeguarding are effective.

Staff and managers have a strong knowledge of the signs and symptoms of abuse. They attend safeguarding training to support their knowledge of local safeguarding concerns, such as county lines and families being radicalised. Staff and managers are confident to make a referral to appropriate agencies if required. Managers and staff maintain strong communication between agencies, to continue to support families and their children. The staff and managers ensure the environment is safe for children. They undertake regular risk assessments of the environment and make adaptations where necessary. Managers follow a rigorous recruitment process to ensure new staff are suitable to work with children.

## What does the setting need to do to improve?

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

- support staff to be consistent in how they respond to all children's attempts to communicate, to develop all children's communication skills further
- support staff to be consistent with their behaviour expectations, to ensure children understand how they are expected to behave.

## Setting details

<b>Unique reference number</b>	253270
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10234431
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	122
<b>Name of registered person</b>	Jenkinson, Sarah Jane
<b>Registered person unique reference number</b>	RP512631
<b>Telephone number</b>	01623 480554
<b>Date of previous inspection</b>	24 January 2017

## Information about this early years setting

Safe Haven Day Nursery registered in 2000 and operates in Mansfield. The nursery employs 20 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, 12 at level 3 and two hold early years teacher status. The nursery opens Monday to Friday all year round, except for one week at Christmas and bank holidays. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Alice Anders

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this has on children's learning.
- The manager and the inspector carried out a joint observation in the afternoon session.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked through a sample of key documentation, to ensure staff suitability.

We carried out this inspection 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.

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