

Safehands Green Start Nursery

Inspection report for early years provision

Unique reference number EY440894
Inspection date 31/07/2012
Inspector Jacqueline Baker

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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Safehands Green Start Nursery is one of eight nurseries run by Safehands Green Start Nurseries Limited. It first opened under this company in 2007 and operates from a purpose built building in a residential area on the outskirts of Penrith. Children have access to a baby unit, toddler room, pre-school room, music room and two sleep rooms, with two separate enclosed outdoor play areas to the side and rear of the building.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts Childcare Register. They are registered by Ofsted to care for a maximum of 47 children under eight years; of these, not more than 47 may be in the early years age group, and of these, not more than 15 may be under two years at any one time. The nursery operates Monday to Friday, throughout the year, except for bank holidays. The sessions run from 8am to 6pm. The nursery provides funded early education for children aged from two to four years. There are currently 119 children on roll, who are all in the early years age range. The nursery supports children who speak English as an additional language.

The nursery employs 19 members of staff who work directly with the children and all of whom hold appropriate early years qualifications. The manager holds a Level 4 Certificate in Early Years Practice. The setting is a member of the National Day Nurseries Association and works closely with the local authority advisers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals in this safe and friendly environment. Children's protection and welfare is given high priority and staff are vigilant to their safety at all times. Generally, staff use good quality interactions to promote children's growing curiosity and support them to become independent learners. Excellent partnerships with parents and carers means that there is good continuity of care and children's individual needs are effectively met. Partnerships with other providers and professionals are good. There are effective systems in place to monitor and evaluate the practice within the nursery to ensure that continuous improvement is sustained.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- maximise opportunities to extend children's learning and to use critical thinking during play activities
- develop further opportunities for children to freely follow their own interests both inside and outside.

The effectiveness of leadership and management of the early years provision

Children are well protected in the nursery because staff are knowledgeable about local safeguarding policies and have effective procedures in place to manage any concerns. Well-developed risk assessments and daily checks to the environment are used by staff to ensure that all areas accessed by children are safe. This means that children are able to play and move around without fear of harm. A good range of policies and procedures ensure the efficient day-to-day running of the nursery. Robust recruitment procedures, including background checks, are utilised well by managers. This, together with regular supervision, means that staff remain suitable for their roles.

Staff use the resources well to support children's learning and demonstrate a good knowledge of the Early Years Foundation Stage. Babies enjoy a stimulating environment where they are able to develop their natural curiosity and make good progress with their learning and development. However, opportunities for older children to engage in a free-flow of activities, both inside and outdoors, are yet to be fully implemented. This means that some children are not able to follow their own interests and completely develop independent learning. The management team show their commitment to improving outcomes for all children and are aware of the strengths of the nursery and areas for development. Self-evaluation is core to the work of managers and staff and together they constantly plan for positive changes. For example, their careful observations have resulted in improvements to the layout of rooms. Opportunities for staff to develop their skills and knowledge are actively encouraged by managers. By attending both external and internal training sessions, staff are able to better support children and improve outcomes for all.

Partnerships with parents and carers are excellent. Daily diary sheets, parents evenings and newsletters are highly effective in sharing information and celebrating children's successes. This means that every child's development is fully promoted and activities and learning opportunities can continue at home. Parents and carers are frequently asked for their views and opinions by questionnaires, comment book or in daily contact with staff. This informs the self-evaluation process and enables managers to plan and provide a service that is ever improving. Good partnerships with other professionals and providers are well-established and support children's welfare and learning. This is especially evident at transition time when staff plan visits and introductions to new environments carefully. Staff are sensitive to the needs of all children and have a thorough knowledge of their backgrounds. They are knowledgeable about appropriate strategies to support individuals to enable them to fully engage with life in the nursery. For example, staff use visual prompts and allow time for children to fully process, understand and follow instructions.

The quality and standards of the early years provision and outcomes for children

Children and babies are confident in the nursery. They move around independently, readily approach adults and make their needs known. This is because staff have worked hard to build strong, supportive relationships and children feel safe and secure. Well-organised routines are quickly learnt by even the youngest, helping them all to develop a sense of belonging in the nursery. Children take care when they are playing and moving around especially when riding bikes and using the slide. This is because staff have taught them how to keep themselves and others safe. Children are confident using equipment and know how to protect themselves from harm. For example, they use scissors carefully.

Children enjoy being outside in the garden areas where they make good use of the space to climb, run, kick balls and ride bikes. By providing these opportunities, staff are increasing children's understanding that physical exercise is an important part of maintaining a healthy lifestyle. Children also adopt good personal hygiene routines. They ask for tissues when needed and are keen to independently wipe their own noses. Hand washing before meals and after using the toilet is second nature, demonstrating their growing understanding of how to keep themselves healthy. Staff promote healthy eating by offering fresh fruit and vegetables at snack times. They frequently discuss which foods are healthy and those that are not so beneficial. Focussed activities also give children opportunities to learn and discuss healthy foods. For example, modelling fruits in salt dough gives children the chance to explore the bananas and apples and discuss how they taste and why they are good for us.

Children and babies are happy and contented while at the nursery. They are busy and active and demonstrate a keenness to join in activities or to play alone and follow their own interests. Babies are eager to practise their first utterances and are delighted when responsive staff echo their babbling. This means that babies are encouraged to develop their communication skills and good self-esteem is promoted. Staff observe children and babies regularly and record findings in learning journals. Next steps are carefully planned and consequently, children are making good progress towards the early learning goals in all six areas of learning. Full advantage is taken of child-led activities to enhance children's learning. For instance, staff help young children to make crowns after they show great interest in a book about princesses. Interactions between staff and children are, on the whole, good and discussions appropriate to ages and abilities. However, the opportunity to maximise children's learning is not always taken by all staff. For example, the use of closed questioning by some staff during activities limits children's critical thinking. Children enjoy building with bricks. They plan their constructions well and are thrilled when supportive staff praise their efforts to add a window to their building. Therefore, children's learning and development is promoted well and a sense of growing self-esteem fostered. Older children enjoy practising their writing skills, they carry clip boards, make lists and registers or use toy lap-tops. This helps children to develop skills needed for future learning.

Generally, children behave well in the nursery. This is a result of staffs' good understanding of the stages of development and appropriate strategies to support those who may struggle to comply with some routines or instructions. For instance, staff give warnings before children need to go inside for lunch. Children are developing a respect for themselves and others as they learn about other cultures and beliefs. Staff plan activities to celebrate different festivals and provide displays and resources to help promote diversity. A good awareness of the needs of others is demonstrated as children show genuine concern for those who are upset and try very hard to console them. They help each other to put on aprons and tie ribbons ready for a craft activity, indicating an awareness of each other's needs and a further indication that they feel a true sense of belonging in the nursery.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met