

Safehands Green Start Nursery @ Kendal

Captain French Lane, KENDAL, Cumbria, LA9 4HP

Inspection date	20/05/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff provide an imaginative range of activities based on children's interests and suggestions. This results in children being interested, focused and highly motivated in their learning.
- Children are happy and settled in this welcoming and friendly nursery where they enjoy secure and trusting relationships with their key person and other staff.
- Staff have a good understanding and knowledge of safeguarding and welfare policies and procedures. Children are well supervised due to the good staff ratios. This ensures that they remain safe and secure while at the nursery.
- The friendly and approachable staff group have very positive relationships with parents. They help parents to feel comfortable at the nursery and actively encourage them to be involved in their children's care and learning in the nursery and at home.

It is not yet outstanding because

- There is scope for staff to further extend opportunities to fully support children's skills in number recognition and counting.
- There is room to enhance the range of play equipment suitable for children aged under two years to fully support their physical development when playing outdoors.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the baby room, the pre-school room and the outdoor play area.
- The inspector held meetings with the manager, undertook a joint observation and spoke to members of staff and children during activities.
- The inspector looked at a sample of children's progress records, planning documentation and operational files consisting of policies, staff qualifications and suitability documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Sandra Williams

Full Report

Information about the setting

Safehands Green Start Nursery @ Kendal is an established nursery and was re-registered in December 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned by Safehands Green Start Nurseries Limited, who own a number of other settings in the north west of England. The nursery is located in a quiet residential area, close to the centre of Kendal, Cumbria, and serves the local area. The playrooms are individually named and cater for children in different age groups. All children have access to an enclosed outdoor play area.

The nursery operates from Monday to Friday all year round, with the exception of Bank Holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 26 children on roll in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special needs and/or disabilities. The nursery employs seven members of child care staff, all of whom hold appropriate early years qualifications to a minimum of level 3. Two members of staff hold Qualified Teacher Status and Early Years Professional Status, and one holds a degree. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- display more numerals indoors and outdoors and encourage children to count more, for example, at snack times, in order to enhance their opportunities to develop their already good numeracy skills

- provide more opportunities for children under two years of age to fully develop their physical skills when playing in the outdoor play area, by providing more age-appropriate equipment, such as wheeled toys.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The manager and staff meet children's needs well because they have a good knowledge and understanding of how children learn and develop. Initial information entitled 'helpful hints' is gathered from parents about the children during settling-in sessions. This information helps the children's key persons to assess their starting points and to shape

activities to meet the children's individual learning needs. Staff plan a wide range of imaginative activities that cover all seven areas of learning. Many of the activities enjoyed by the children stem from their own ideas and interests. For example, while planting sunflower seeds, the children talk about recent visits to garden centres. This results in the role play corner being transformed into a garden centre, where children explore real vegetables, and plant seeds and plants in compost. This is a good example of how staff confidently and flexibly encourage children to have a voice in the planning of activities. They facilitate children's ideas and interests by providing resources and an environment that supports their ideas and imaginations. The children, in turn, are making good progress in their learning and development, given their starting points.

Staff have a good understanding about the characteristics of effective learning and they use open-ended questions to promote children's thinking and imaginations. They recognise the various ways that children learn and they plan specific activities to meet their individual learning preferences. Staff use the guidance 'Development Matters in the Early Years Foundation Stage' to accurately assess and track children's progress and plan for the next steps in their learning. Parents receive daily feedback about their children's progress and they are actively encouraged to support their children's learning and development at the nursery and at home. Some parents support their children's literacy skills by taking story sacks and favourite books home to read with them. Parents are also kept very well informed about their children's progress by reading their records and reports, and agreeing the children's next steps in their learning. All of these methods are highly effective in helping parents to be fully involved in their children's learning and development. Children with English as an additional language are well supported through the use of key words displayed and used by the staff to help them to understand daily routines and expectations. Also, children with special educational needs and/or disabilities are supported through close working relationships between parents, staff and external agencies.

Children are well supported in developing good communication and language skills as the staff have initiated a language development programme. Many of the activities undertaken are specifically designed to help the children to build their vocabulary. For example, they draw pictures of themselves and name the different parts of their bodies. They undertake small group activities where they are encouraged to speak and listen to each other, which builds their confidence and self-esteem. They enjoy sitting with staff, who read them stories in a very enthusiastic manner, which helps them to maintain their concentration and develop their listening skills. Children name different animals in the book and know that a lion makes a roaring noise. They also learn the sounds of letters, such as 'z' for zoo and 'y' for yoghurt. Children's early literacy skills are fostered well by the good use of print in the environment. The older children recognise their names as they hang up their coats on their pegs on arrival. They also select their names and put them in a box to indicate when they have eaten their snacks. These skills are preparing them well for when it is time for them to move on to school.

Children are making good progress in their early numeracy skills as they enthusiastically sing number rhymes. They also learn about shapes, weights and volume as they fill and empty different sized buckets with sand and water. However, there is scope for staff to further promote children's number recognition and counting skills by displaying more

numerals in the nursery and outdoor play area. They do not consistently encourage children to count for a purpose during daily routines. For example, children do not always count plates and cups at meal times and calculate if there are enough for everyone, to fully enhance their early numeracy skills.

Babies enjoy exploring and experimenting with a range of substances, including paints and gloop. The staff encourage them to develop their senses as they make marks in gloop. Children's creativity and imaginations are promoted well. They create their own cocoons using balloons and tissue paper. They take their inspiration from observing caterpillars creating cocoons. They enjoy learning about the life cycles of the caterpillar and they are delighted when the cocoon hatches to produce their first butterfly. The staff enthusiastically encourage the children to study the butterfly using magnifying glasses and ask them if the butterfly is small or large and what colours it is. Children learn about various cultures and festivals, such as Chinese New Year, Diwali and St George's Day. They also enjoy looking at the world map displayed on the wall. They bring back photos and postcards from their holidays, and identify on the map where they have been. These activities help them to learn about living things and the wider world around them.

The contribution of the early years provision to the well-being of children

Parents appreciate the flexible arrangements available to them when they bring their children to the nursery for the first time. Staff are sensitive to the needs of the children and their parents, and invite parents to 'stay and play' until they feel that their children are settled and happy to be left in the care of their key person. Children's transitions from home to nursery are well organised and are effective in supporting children's emotional well-being. The good two-way flow of information between parents and staff ensures that children's individual needs and routines are adhered to. Warm interaction and constant reassurance ensure that all children form positive and trusting relationships with their key person and other staff. This secure and safe environment helps them to develop self-confidence to join in and try new activities. This is particularly evident as children undertake their transitions from room to room. The timing of this is very dependent on the children's readiness to move, and parents are very much involved in this process.

The nursery is attractively decorated with children's individual artwork and photographs, which helps them to feel valued and have a sense of belonging. The children independently choose from a wide selection of stimulating resources, which are easily accessible, both indoors and outside. This enables them to become confident learners and teaches them to make choices and play independently and cooperatively alongside others. While taking part in group activities, such as studying the butterfly, children show that they are learning the importance of taking turns and sharing with others. Children's behaviour is positive due to the clear boundaries and gentle guidance provided by the staff. They teach the children about staying safe by encouraging them to tidy up their toys before getting more out, so that they do not trip over them.

Children have regular opportunities to enjoy fresh air and exercise in the outdoor play area. The older children move freely and confidently in a range of ways, as they pedal their trikes and push their scooters carefully and skilfully, avoiding obstacles. They develop

good skills in handling equipment and tools effectively. For example, they use spades to dig in the sand and watering cans to carefully pour water down the guttering to make a 'big waterfall'. Children of all ages play in the outdoor play area together, which provides good opportunities for them to socialise and learn from each other. However, there is scope for the staff to provide more opportunities for the children aged under two years to fully develop their physical skills when playing in the outdoor play area, by providing more age-appropriate equipment, such as wheeled toys.

Children learn about the importance of good hygiene routines, as they wash their hands before eating their food. Staff place a great emphasis upon the importance of a healthy diet, and provide well-balanced, nutritious meals, including fresh vegetables and fruit. Children develop good self-care and independence skills as staff have high expectations of them. They encourage them to pour their own drinks and serve their vegetables. Children are well supported in their transitions between rooms, and also when it is time for them to move on to school, due to the close working relationships that exist with teachers at the local schools.

The effectiveness of the leadership and management of the early years provision

The manager and staff have a good understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They have all undertaken safeguarding training and are clear about the procedures to follow should they have concerns about children's safety. They work well as a team to ensure that the children in their care are kept safe and secure at all times. Effective risk assessments and health and safety procedures ensure that hazards are minimised in order to reduce the risk of accidents to children. All staff are trained in paediatric first aid and are, therefore, prepared to deal with any accidents or medical emergencies. The security of the nursery is very good and the staff are vigilant at all times, which minimises the risk of intruders entering the premises, fully protecting the children. The thorough procedures for recruiting, vetting and checking staff ensure they are suitable and safe to work with children. Thorough induction systems ensure that staff are clear about their roles and responsibilities. The staff's professional development is actively promoted through regular team meetings, training and liaison with the local authority advisers. Annual staff appraisals and monthly supervision sessions are very effective in identifying staff's training needs and continued professional development.

The manager and staff have a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. The manager monitors the planning of activities to ensure that the children receive the full range of learning opportunities covering all aspects of the curriculum. The manager has good systems in place to monitor the quality of assessments, the individual children's progress and that of groups of children. This effectively identifies areas of learning that require further support. For example, a language development programme has been established to provide additional support to children in their communication and language development.

Very positive partnerships between staff and parents ensure that children's needs are well met. Parents spoken to express their satisfaction with the service provided, stating that the staff are extremely helpful and friendly, and fully support their children's learning and development. Parents have confidence in the staff to protect and keep their children safe while at the nursery. Partnership working with external agencies and professionals, such as health visitors and speech therapists, is very effective in ensuring that children receive a high level of support when required. When children attend more than one setting, the staff regularly share information between the settings and parents. This ensures that children receive consistency in their care and learning.

The manager and senior management team are committed to the continuous development of this nursery. Self-evaluation and reflective practice is a continual process fully embraced by the management team. The staff group feel involved and consulted in the improvement plans and enthusiastically anticipate the ongoing developments and additional resources. Evaluation takes into account the views of children and parents on an ongoing basis. The manager also works closely with the local authority advisers. This results in clear and well-targeted plans for future developments.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY455377
Local authority	Cumbria
Inspection number	894838
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	26
Name of provider	Safehands Green Start Nurseries Limited
Date of previous inspection	not applicable
Telephone number	01539723340

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

