

Safehands Green Start Nursery @ Barnoldswick

Edmonson Street, BARNOLDSWICK, BB18 5EY

Inspection date	24/05/2013
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

- There is a good understanding of the stage of development of each child on entry, which ensures that staff are able to extend their learning through everyday routines and activities.
- Children are happy, interested in their activities and eager to try new experiences. They show good levels of independence, curiosity, imagination and positive behaviour.
- Staff interact well with children, extending their vocabulary and supporting them to participate in discussions. Consequently, their interest and involvement is increased.
- Staff deployment is very effective, allowing for continuous free-flow between indoors and the outside environment. This means that children access a wide range of activities across all areas of learning.

It is not yet outstanding because

- There are fewer opportunities for children to see words in the environment to further develop their very good understanding that text has meaning.
- Staff make very good use of available resources. However, some areas need further updating and resources need supplementing to enhance children's very good creative and thinking skills.

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 talked with staff about the setting's procedures and children's learning and development.
- The inspector carried out a joint observation of children with the manager.
- The inspector observed activities in the main playrooms and in the outdoor play areas.
- The inspector looked at children's assessment records and planning documentation.

Inspector

Linda Shore

Full Report

Information about the setting

Safehands Green Start Nursery @ Barnoldswick was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned by a private company, who run a number of other settings in the north west of England. It is situated in purposefully adapted premises, close to the town centre of Barnoldswick, Lancashire. The nursery serves the local area and is accessible to all children. It operates from three main rooms and there are two fully enclosed areas available for outdoor play.

The nursery employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. One is working towards level 3 and the manager is qualified to level 4. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round. Children attend for a variety of sessions. There are currently 62 children attending, who are within this age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- provide additional stimulating resources indoors and outside, which are accessible and open-ended, so they can be used, moved and combined in a variety of ways to further support children's very good learning

- enhance the educational programme for literacy further by creating an environment rich in print, so that children can learn about words, such as, displaying signs, posters and labels.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and use this very well in practice to meet children's individual needs. When they enter the nursery, key persons collect useful information from parents about what children do at home and their interests. Therefore, planning is based on a secure assessment of what children do and enjoy. The prime and specific areas of learning are covered in a full range of activities and experiences. Staff record observations on individual children and collate the next steps for their key children. This is then fed into the planning. Each child has a good record of

learning, which shows how activities link to the areas of learning and gives a general overview of their stage of development. The manager oversees the tracking of children's progress, which is monitored regularly. This means that staff can see how their key children are making progress and where they may need to target more help and support.

The nursery has been, mostly, completely refurbished since January and generally, many new resources purchased to supplement and enhance children's learning. The baby room provides an excellent environment for children to learn, play and relax. The room has a cosy, homely feel to it and many natural and home-made resources to ignite children's interests. They drive their own learning as they actively engage and explore treasure baskets, puzzles and interactive toys, such as a music mat. However, some areas, both indoors and outside, need updating and further resources supplemented to further support children's creative and thinking skills. Nevertheless, staff make very good use of available resources.

Educational programs to extend children's communication and language skills are good. Staff are skilled at deepening children's learning through stimulating interactions during play. Children plant and grow sunflowers from seed and proudly show how big they are. They stretch up to demonstrate how high they can grow. This stimulates relevant conversation between children and staff and helps them to learn about the world they live in. They talk about lifecycles, how things grow and gain the vocabulary to describe what they see, such as, seeds, growth and the concept of big and small.

Children enjoy story time or just relaxing with a book when they choose to. The quiet corner has many interesting books available to encourage a keen interest in reading. However, there are fewer opportunities in the environment for children to learn that text has meaning, for example, by displaying words, posters and labels at child-height in the rooms.

Children are offered a wide range of opportunities that promote their physical development. For example, they learn to handle small tools and implements, such as, brushes and cutlery, safely and effectively. Babies demonstrate that they are confident on large equipment, such as slides and they learn about numbers as they count 'one, two, three' before launching. This all means that children develop the necessary physical, social and communication skills to be ready to move on to school.

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

Children are settled and happy in the nursery because they are supported well by their key person. They demonstrate that secure and trusting relationships are in place through conversation and play. Staff know children well and understand how to comfort them when they are upset and this eases the transition from home. For example, staff help children to find their comfort toy and pull up another chair for it to sit on while children are busy.

Children independently access the toys and resources with confidence as they explore the well-organised environment. They direct their own play, which in turn builds their self-

esteem and confidence. This means that children are learning the social, physical and independence skills required for their future learning.

The outdoor area is currently under development and some areas are not presently in use. Effective risk assessments and vigilant supervision by staff enables the children to play and relax in safety and comfort. The seamless deployment of staff allows children complete freedom to choose to play indoors or outside for fresh air and exercise. Outdoors, children help themselves to activities that are made easily accessible to them, such as, riding, skipping, jumping and a cosy playhouse where children enjoy role play.

Staff obtain good information about children's individual needs and requirements from parents and ensure that these are given the highest regard. This means that children play in an environment, which is tailored to their individual interests and abilities to maximise learning. Staff know the children very well and are on-hand to guide and extend their learning. They encourage children to play cooperatively together, gently redirecting them and calmly addressing any minor disputes. Staff work very well together and act as good role models for the children. They treat each other with respect and encourage the children to do the same. As a result, children behave very well and a happy and calm atmosphere is present in the nursery.

Children have a good understanding of how to assess risk and keep themselves safe and they are mindful of the safety of others. For example, they enjoy sliding down the slide and piling up at the bottom. Staff encourage them to enjoy their game while ensuring their safety. This helps children to develop a positive attitude to good health and learn to respond to their own body's needs. Children sit with staff to eat their meals, sharing a well-organised social occasion. They enjoy healthy, nutritious snacks provided by staff, including fresh fruit and their understanding of the importance of a healthy lifestyle is well supported. This further improves their readiness to learn in the next stage, such as school. Staff foster good partnerships with the local schools and nursery school to ensure that children make secure transitions to full-time education.

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

The leadership and management team of the nursery instigate effective safeguarding procedures for child protection and recruiting suitable staff. The named child protection officer has a good knowledge of child protection procedures and fully understands the responsibility to protect the welfare of children. All staff have a good understanding of the safeguarding requirements. They know the possible signs that a child is at risk of harm and understand fully what to do if they have any concerns. Policies and procedures are reviewed centrally for the group of nurseries. Staff contribute to and are fully aware of the policies and procedures that underpin good practice. Children's welfare is promoted and maintained using effective risk assessments to ensure that the environment is safe.

The manager and staff demonstrate a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. The nursery delivers engaging activities across all areas of the educational programmes, in order for children to

progress well towards the early learning goals. Overall, all children are making good progress in relation to their starting points and capabilities. Monitoring procedures for capturing children's learning and development are effective and inform planning for their next steps. The key person system works well, so that each child has a special person, who cares for them while also getting to know all staff well. This means that children are confident and ready for school or the next stage in their learning.

The new management team has introduced effective staff supervision and appraisal to address training and professional development needs. Staff are very keen to participate in training to further build on their knowledge and understanding of early years practice. A thorough induction programme ensures that all new staff are clear about their duties and responsibilities.

Partnerships with parents and carers are good. Parents speak very highly of the nursery and all staff, praising the level of meaningful information received. For example, staff use information from parents to get to know children quickly and use this to plan for children's needs and interests. Links with other professionals are used to fully support the individual needs of all children, including those with special educational needs and/or disabilities. For example, staff take advice from parents, speech and language therapists and local authority development workers. This ensures that they have all the skills required to help children make the best possible progress from their starting points.

The manager and staff make good use of reflective practice to develop all areas of learning and development through ongoing observation, constant discussion and regular team meetings. Significant development has taken place since the nursery came under new management, such as the development of learning journeys and the planning system. This demonstrates a good ability to accurately assess what they do well and areas for future development to continually improve the provision for children.

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	EY455362
Local authority	Lancashire
Inspection number	894836
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	86
Number of children on roll	62
Name of provider	Safehands Green Start Nurseries Limited
Date of previous inspection	not applicable
Telephone number	01282813827

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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.

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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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