

Safehands Green Start Nursery

Oak Road, PENRITH, Cumbria, CA11 8TS

Inspection date	11/06/2013
Previous inspection date	31/07/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children learn through play and enjoy their time at the nursery. They are active learners and participate in a good range of appropriate indoor and outdoor activities.
- The nursery works well with parents to support children's individual needs. All children develop a secure and warm attachment with their key person and, as a result, they gain in confidence and progress well.
- Successful partnerships with parents, other providers and professionals result in an integrated approach to the children's care, learning and development. The strong relationships with the local schools ensure that children are well prepared for the changes ahead of them when they are ready to move on to school.

It is not yet good because

- Opportunities for babies and young children to further develop their self-awareness are not always fully explored.
- The garden room play area and opportunities to increase older children's investigation and sensory exploration are not always fully developed.
- The senior management team have not followed the safeguarding procedures for contacting the Local Area Designated Officer within the required timeframe.

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 children playing in the sweet pea room, garden room and both outdoor play areas.
- The inspector held discussions with the manager, the staff and the children throughout the session.
- The inspector held a meeting with the area development officer for the nursery and the manager of the nursery.
- The inspector took account of the views of parents who were spoken to on the day of the inspection.
- The inspection conducted a joint observation with the manager in the garden outdoor play area.
- The inspector looked at children's assessment records, the planning documentation, and the systems for the monitoring of children's progress.
- The inspector checked evidence of suitability and qualifications of staff working with children, the safeguarding and complaint policies and procedures, the complaint file and supporting documents.

Inspector

Carys Millican

Full Report

Information about the setting

Safehands Green Start Nursery was first registered in 2007, re-opened in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in a residential area of Penrith, Cumbria, and is one of 13 nurseries run by Safehands Green Start Nurseries Limited. The nursery serves the local area and is accessible to all children. It operates from the Sweet Pea baby unit, the garden toddler room/ pre-school room, a music room and a sleep room, and there are two separate, enclosed outdoor play areas to the side and rear of the building.

The nursery employs 12 members of childcare staff. Of these, one staff member holds an appropriate early years qualification at level 2, eight hold appropriate early years qualifications at level 3, and one member of staff has Qualified Teacher Status. The nursery opens Monday to Friday, all year round, and the sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 81 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery is a member of the National Day Nurseries Association and works closely with the local authority advisers.

What the setting needs to do to improve further

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

- encourage self-awareness in babies and young children by, for example, creating a photographic display of family members, familiar places and special people

- enhance children's experiences for investigation and sensory exploration in the garden outdoor play area by introducing sound lines, chimes, streamers, windmills and bubbles.

Inspection judgements

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

The nursery is warm and welcoming with a range of purposeful activities and play opportunities provided in both rooms. All children enjoy their learning and they are happy and keen to choose what they do from a range of interesting experiences. The planning

covers the seven areas of learning both inside and outside. Staff plan activities and support individual children well so that every child experiences a relevant and interesting programme of activities. Staff observe and assess children's development using the Development matters in the Early Years Foundation Stage guidance. Children's progress records are well laid out to show clearly each child's achievements. This is then tracked by the key person and the manager to ensure a clear developmental pathway is maintained and any concerns are then quickly identified and addressed with the parents. Children's interests and the next steps in their learning inform the planning and are also based on the information staff gather from parents. Staff keep parents informed about their child's day and information is placed in their child's folder on the wall. Staff are fully aware of the need to complete a written summary on the progress of children aged between two and three years and to share this with parents. They arrange parents' evenings throughout the year and have devised systems to meet this requirement.

Children's communication and language skills are well supported by staff constantly talking and interacting with the children as they play. They challenge them effectively to extend their learning and encourage children to problem solve and think for themselves. For example, when the children find that the ball will not go down the guttering pipes the staff member waits to see what the children do and does not intervene unless they begin to struggle. The babies and younger children enjoy playing outside in the garden. The staff create an interesting play area for them to investigate and explore, such as the carpet of sand. The young children also like digging in the soil and plant herbs and flowers. The sound lines and mobiles create a magical sound as children play.

Children begin to learn to care for their environment. They help to tidy away toys and use small dustpans and brushes to sweep up any spills. Children follow staff instructions and take part in circle time activities where they learn to listen to one another. Children learn to cooperate and play harmoniously together. For example, a group of children decide to build a den using the large wooden bricks, and another group decide to build a fire engine. As they start to run out of bricks the children start helping themselves to each other's bricks and an altercation starts, which is quickly diffused by a child offering a compromise. He asks the child to join them saying how good it will be to make the den bigger and they all build together. Staff support mathematical activities. They encourage older children to count competently to ten using their fingers and encourage younger children to sing number rhymes.

Children's understanding of similarities and differences is supported in the learning environment. Resources are provided, such as small world toys, dressing-up clothes, books and dolls. The displays depict other countries and where people live. The parents of children with English as an additional language provide staff with information about their cultures to share with the other children in the nursery, as a result, the children feel a sense of belonging and develop good self-esteem. Children visit places in the community so that they gain an understanding of the place where they live. They visit the local residential home to meet the elderly residents, go for walks along the river, and use the physical equipment in the playground.

Staff set out the environment well so that it is inviting and interesting to children. The sweet pea room is warm and welcoming. There is a good selection of toys and resources

for the children to independently choose from. Younger children access a range of natural textured resources. They enjoy looking at themselves in the mirrors and sit looking at lift the flap books with staff. However, opportunities to increase younger children's self-awareness are not always promoted as well as possible. This is because photographs of family members, familiar places and special people, to look at and talk about with the children, are not always readily available. These resources contribute to helping young children to develop a sense of who they are. Older children learn to dress and undress themselves and are supported to gain skills in readiness for starting school, including toileting and independence.

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

Children settle easily and feel at home. They demonstrate how safe and secure they feel through their willingness to separate easily from their parents. Children happily approach the staff when they require something and cuddle into their key person when they require reassurance. They look happy when staff join in their play because staff are friendly and approachable. Staff treat children with warmth and kindness, which promotes their emotional well-being. The key person system is well embedded. They know their children well, provide for their individual needs and display a secure understanding of their role and responsibility. Settling-in procedures meet the needs of the children when they first attend and when moving into the garden room. Parents are encouraged to visit the nursery several times before their child stays on their own. This gives parents the opportunity to spend time with the staff, to ask questions, complete registration forms, and get a feel for the nursery care and routines. The transition process from the sweet pea room is also gradually built up so that children gradually move in to their new room with ease and, most importantly, when they are ready.

Children behave well and gain the life skills they require for the future. Staff encourage children to share and take turns in everyday routines and activities. They play well together and form sound relationships with their friends. Children learn about the importance of good manners and polite, cooperative behaviour, especially at mealtimes. The nursery operates from spacious premises that are well organised and attractively presented. Children's artwork is displayed, which adds to their sense of belonging and shows staff value their achievement. Staff display pictures and posters at low level, so that they can easily view them. Children have, mostly, access to a wide range of good quality, natural and manufactured resources, which reflect all areas of learning. These are arranged in low-level storage units containing labelled baskets and clear containers. The resources are easily accessible, so that children make their own choices and decisions about their play.

The sweet pea and garden rooms operate a free-flow approach to outdoor play. As a result, children benefit from fresh air and exercise on a daily basis. As soon as the door is opened, the children disappear outside into the garden, demonstrating their preference for outdoor play and learning. The sweet pea garden has lots of sensory and natural play areas for babies and young children to explore and investigate. However, resources are not extended as well as possible in the garden room outdoor play area for the older children. This means opportunities for sensory and exploratory play are not always

promoted as well as possible. Children with special educational needs and/or disabilities are well supported by staff and enjoy activities, which are adapted so that they can take part. For example, children enjoy bouncing with support on the small trampoline, while more mobile children manoeuvre wheeled toys up and down the length of the garden path.

Children learn how to keep themselves safe with the support of staff. They regularly take part in practice fire drills and staff intervene as necessary to remind children of safe practices as they play. Self-help skills and independence are well promoted and supported in every routine, especially at mealtimes. Children wash and dry their hands and are reminded by staff to place paper towels in the bin ready for recycling later. The rolling snack and the healthy lunchtime meal are freshly prepared by the resident cook. All dietary needs are catered for and a variety of meals is provided to cater for all individual tastes and needs. Children competently serve themselves from the healthy options available to them and independently pour their own drinks. Learning experiences are encouraged by staff who ask children how many cups they require at each table and they collect the correct number from the staff. Staff sit with the children, creating a social occasion and children enjoy their meal. Younger children's care routines are implemented hygienically, following the nursery procedures and parental wishes, so all specific needs are adhered to.

Staff forge strong supportive links with the local schools. The school invites the nursery children to special events, such as their teddy bears' picnic, and St George's Day celebrations. The children visit the school after walking round the playing field so that they become familiar with the building. Children meet with the teaching staff so that they know a familiar face when starting school. Nursery letters are shared with teaching staff and staff share reports to complement learning. The staff have created a book about each child and their day at nursery. The school also complete a picture book for children to show where they will hang their coat and which room they will go in. These procedures help children in their move on to school.

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

The nursery is managed by a motivated and proactive manager who has a clear understanding of the responsibility of the nursery to deliver and meet the requirements of the Early Years Foundation Stage. The manager has a secure knowledge of the nursery's strengths and areas for improvement. Self-evaluation is completed and includes input from the staff, parents and children attending the nursery. The manager has addressed the previous recommendations and meets regularly with the local authority development worker to review the nursery practice and the nursery action plan. She continues to strive to further improve the quality of the provision for children, for example, by obtaining additional resources and refurbishing the garden room outdoor play area. The educational programmes are monitored to ensure children make good progress in their learning.

The inspection took place following the late notification of an alleged safeguarding incident. It was found that the senior management team did not follow the safeguarding

procedures for informing and seeking advice from the Local Area Designated Officer (LADO) within the required timescale after an incident involving a member of staff. The senior management team did not contact Ofsted within the required timeframe and, therefore, committed an offence. During the inspection a meeting was held with the company's area development officer and the nursery manager. It was found that the management team clearly understands the requirements for notifying the LADO and Ofsted but had failed to do so on this one occasion. The inspection finds that the safeguarding policy and procedures are compliant with the guidance within the Statutory framework for the Early Years Foundation Stage and the manager and staff clearly understand their role and responsibility in dealing with safeguarding concerns. Information about any complaints received about the nursery is recorded in the complaints file. There are robust supervision systems in place and appraisal procedures implemented to ensure that performance management issues are dealt with effectively.

Staff take positive steps to make sure all of the premises are safe and secure. A CCTV system is in operation throughout the nursery and parents are provided with a password so that they can tune into their child's room and watch them play. This also means that children can move around the indoor and outside environments in safety and with confidence. There are appropriate recruitment and vetting procedures in place to make certain only suitable adults work with the children. The nursery maintains all required documentation and there is a range of policies and procedures, which are designed to underpin practice. A wealth of information is available for parents and displayed throughout the nursery. This means that parents are kept well informed about the organisation of the nursery.

Parents speak positively about the nursery. They say the staff are friendly and approachable. Parents are aware of who their child's key person is and feel valued and respected because the staff ask for their input into their children's learning. Parents are kept informed about their children's progress and the next steps in learning so they can support this at home. Links with outside agencies and other professionals in the community are strong. The manager and staff work closely with the health visitor team and they attend multi-agency meetings to meet the needs of the children concerned. The manager is aware of the importance of working in partnership with other early years settings children attend. Staff implement systems to support continuity and consistency of care and learning for each child.

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	EY440894
Local authority	Cumbria
Inspection number	921911
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	47
Number of children on roll	81
Name of provider	Safehands Green Start Nurseries Limited
Date of previous inspection	31/07/2012
Telephone number	01768 868 327

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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.

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.

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