

Safehands Green Start Nursery @ Accrington

56-58 Haywood Road, Accrington, BB5 6AT

Inspection date

13/03/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

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's individual needs are met well through all those involved in a child's life working closely together, including other professionals.
- Children develop good levels of confidence and self-esteem because of the positive relationships that are established with practitioners.
- Children learn to make positive choices about what they eat from an early age because meals and snacks are effectively planned and prepared.
- There is a clear drive for improvement, in order to support children's achievements over time.

It is not yet good because

- Practitioners do not have a secure understanding of the risk assessment policy, to fully safeguard children.
- The quality of teaching lacks consistency, which means children's learning and development is not fully supported.
- Practitioners do not always reflect on the way children under two years learn, in order to fully support children's natural curiosity, thinking and active learning.

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 four main nursery rooms and the outdoor learning environment.
- The inspector held meetings with the manager of the provision and an area manager representing the organisation.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspection also took account of the views of parents and carers spoken to on the day.

Inspector

Rachel Ayo

Full Report

Information about the setting

Safehands Green Start Nursery @ Accrington is an established nursery that was re-registered under new ownership in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated close to the town centre of Accrington in Lancashire and is owned by a private company, Safehands Green Start Nurseries Limited, who run a number of other settings. The nursery serves the local area and is accessible to all children. It operates from four rooms set on two levels within a converted building and there is a fully enclosed area available for outdoor play. The first floor is accessed via stairs.

The nursery employs 13 members of childcare staff, including the manager; all of whom, except two, hold appropriate early years qualifications at level 3. The manager has Qualified Teacher Status. The nursery opens Monday to Friday, all year round, excluding statutory bank holidays, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 38 children attending within the early years age group. The nursery provides funded early education for three- and four-year-old children and supports children with special educational needs and/or disabilities and children who have English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that practitioners fully understand the risk assessment policy, and procedures, for assessing any potential risks to children's safety, and review risk assessments as and when required, in order to fully identify and minimise hazards to children
- ensure that practitioners reflect on the different ways that children under two years learn and reflect these in practice, by providing a greater range of accessible, open-ended and stimulating resources which are relevant to children's interests and can be used, moved and combined in different ways
- provide effective support, coaching and training to improve the consistency of the quality of teaching, in order to ensure that all practitioners are fully clear about their roles and responsibilities in supporting children's learning and development.

Inspection judgements

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

Practitioners have a suitable understanding of the areas of learning and, therefore, plan appropriately to ensure there are no gaps in the curriculum, in order to promote children's all-round development. Practitioners, generally, consider children's interests and next steps for development within their planning in order to meet children's individual needs. Although, they are currently consolidating their knowledge of the newly introduced observation, assessment and planning systems and still embedding these in their practice. They include a process for identifying children's starting points on entry and monitoring children's progress using a tracking document, in order to monitor children's progress and fully support their learning and development.

Children are working comfortably within the typical range of development expected for their age and are making suitable gains in their learning. However, there is inconsistency in practitioners' knowledge of how children learn. Practitioners in the under two's room plan specific activities that encourage active learning, exploration and investigation using sensory media, such as paint. However, the environment lacks readily accessible natural resources. Consequently, young children's interests are not fully supported, resulting in a lack of engagement and opportunities to make their own discoveries and partake in open-ended play, in order to develop their own ideas. This weakness is highlighted further as toddlers show great levels of interest in equipment, such as the light on the inspector's laptop mouse, which clearly intrigues them.

Parents are effectively informed about, and involved in supporting their children's learning, to ensure a consistent approach. For example, parents' days, which occur every six weeks and are planned with children, engage parents in interesting activities and provide a forum for sharing progress reports. Parents can add their own comments to these and are involved in reviewing their child's next steps for development with their child's key person. Where parents are unable to attend these, they are given other opportunities to be updated on their child's progress. Parents are encouraged to contribute to themes and monthly topics on specific areas of development, such as the use of dummies, being displayed in the under two's room. This further enables parents to support their children's progress.

Children over two years show good levels of interest in freely chosen activities and delight in taking part in projects for the forthcoming charity 'Crazy Hair Day' event. They show a positive approach to learning and are clearly developing the skills which prepare them for moving onto school. For example, they demonstrate good levels of concentration and cooperation as they construct monsters using cardboard boxes, paint and collage materials and show great creativity as they make headband wigs. Practitioners demonstrate appropriate expectations, enthusiasm and motivation of children and provide a suitable balance of adult-led and child-initiated activities. They use their observations of what children enjoy doing, to enhance their learning. For example, children's interest in making dough chapattis, resulting from their own home life experiences, is reflected in plans to make these for snack the following week.

Children are left alone to explore and learn skills through self-initiated play, while practitioners sensitively intervene to offer support and suggest ideas that help them to solve problems. For example, as three-year-olds excitedly show off their collage, practitioners talk about putting it somewhere to dry because the glue is wet. As white collage materials drop onto the floor, practitioners compare these to snow, suggesting that children might need more glue in order for them to stick more securely. Practitioners in the over two's room confidently talk to children about what they are doing. They use good questioning to challenge children to think and find out more, for example, as they build a robot with cardboard boxes outside. They ask open-ended questions that have many possible answers. This encourages children to freely express themselves, build up their vocabulary and use language to connect ideas and explain what is happening. Children are also encouraged to express themselves through the 'talking table' which reflects their interests, and speech bubbles capture children's voices and ideas. Toddlers babble as they attempt to communicate and practitioners encourage them to repeat words, helping them develop their vocabulary.

Children learn about mathematical concepts, such as size, as they compare their own height to that of the robot they are making outside and observe change, for example, when helping to make dough. Indoors, the environment is rich in labelling to support children's developing interest in print and children regularly visit the library. Children readily make marks, using a variety of tools and techniques, showing precise hand and eye coordination. They show competence in their large physical skills as they negotiate different gradients outdoors when riding down a small slope on wheeled toys. Children's physical development is further supported through visits to soft play centres. Toddlers practise their developing physical skills as they confidently pull themselves up on furniture and resources and negotiate the steps on the small plastic slide.

Although there is good quality teaching in the over two's room, this is inconsistent across the nursery, which results in practice being variable amongst the different age groups. For example, although practitioners in the under two's room are warm and caring, there is a stronger focus on helping young children acquire skills, such as communication and language, through care practices, rather than precise and motivating teaching and questioning as they play.

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

Although procedures for keeping children safe are not fully robust in terms of risk assessments, practitioners help children to feel safe through warm and caring relationships. These bonds and secure attachments are fostered through an appropriate key person system and settling-in arrangements, which ensure children are happy. This entails working closely with parents and encouraging them to share what they know through 'all about me' booklets. These help practitioners to gather information about children's home routines, their family, likes and dislikes and aspects of their development. Consequently, they have a good knowledge of children's individual needs, which ensures a smooth transition for children to the nursery, and fosters their sense of security. This continues as children move rooms or go to school.

Where children use English as an additional language, they are well supported by practitioners who are bilingual, and through displays reflecting their cultural background. Where practitioners do not speak a child's home language, they ask parents for a list of basic words, alongside learning some of the family's basic language. Communication books reflect the care routines of children under two years for their parents, and practitioners in the over two's room share information through daily verbal communication. Home visits take place, as and when necessary, for example, where children have additional needs.

Low-level child-sized furniture, toys and activities, enable all age groups to make choices about what they would like to do, developing their independence. Toddlers are encouraged to feed themselves, practising their hand and eye coordination using cutlery, with practitioners offering support where required. Children over two years are actively encouraged to manage self-care tasks as they serve their own lunch, pour themselves a drink and put on their coats to play outside.

Children effectively learn about healthy lifestyles, including the importance of exercise, from an early age. Meals and snacks are well planned and fully consider children's individual dietary requirements. For example, the nursery cook provides different options of freshly prepared food, such as halal and non-halal meat and vegetarian dishes. Children are actively encouraged to choose what they would like to eat and have begun to grow their own fruit and vegetables. This helps them learn about where food comes from.

All age groups have daily access to the satisfactory outdoor area, benefitting from fresh air and exercise. Children over two years have free-flow access to outdoors, other than when the children under two years are using the area. Appropriate hygiene routines, such as washing hands before meals, are implemented to help children to stay healthy. In addition, the nursery has recently signed up to partake in the 'Smile for Life' project, in order to further reinforce children's understanding of good hygiene practices. Appropriate care routines, such as regular nappy changing and following young children's sleeping patterns, promotes children's well-being and further helps them to stay healthy.

Children behave well and suitably learn about keeping themselves safe through explanations from practitioners. For example, they remind children over two years not to run indoors and toddlers are encouraged not to rock the small wooden chair, to prevent it toppling over. Children are sociable as they link up with their peers to partake in imaginative play outdoors or take part in small projects together, where they share ideas, negotiate and take turns. Toddlers smile and gain the attention of adults through using words and gestures, such as pointing. The environment reflects the wider world through posters, photographs, resources and activities. For example, a display in the home corner role play area reflects the recent Chinese New Year celebrations. This helps children to understand their own, and others' unique qualities and characteristics.

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

The provider understands their responsibility to ensure that the provision meets the safeguarding and welfare requirements and learning and development requirements of the Early Years Foundation Stage. However, they have only recently taken ownership of the existing nursery and their robust company policies and procedures have yet to be embedded. This reflects in certain aspects of children's well-being and the quality of teaching not being fully met. The provider has introduced many new processes to improve the efficient and safe management of the nursery. For example, there is a detailed system for analysing and monitoring each area of learning, and the progress of individuals and different groups of children. As a consequence, any individual or group falling behind their peers or below their expected achievements are promptly identified. This means that early intervention can be initiated, in order for all children to be supported in their learning and development, to narrow any achievement gaps. This extends to effective partnership working with other professionals where children have additional needs. For example, regular meetings are attended and individual care or education plans are implemented stringently.

Children are safeguarded appropriately. The provider has rigorous recruitment and vetting procedures, to ensure that children are protected and cared for by adults who are well qualified. This includes a probationary period and a thorough induction process which takes place over a three month period and incorporates peer mentoring and specific mandatory training.

The cleanliness of the nursery is satisfactory and it is maintained suitably to create an adequately welcoming environment. The organisation of space and the deployment of staff is satisfactory in meeting children's needs and enabling them to receive an enjoyable early years experience that secures their future learning. For example, adult to child ratios exceed requirements, resulting in children receiving good levels of attention and support, and staff supervise all age groups closely. Although, there is a weakness in the provision for children under two years. Practitioners attend child protection training, which ensures they can identify possible signs or symptoms of abuse or neglect, and are fully aware of reporting procedures, in order to keep children safe. However, their knowledge of conducting thorough risk assessments is less secure. This occasionally results in potential hazards in the under two's room, such as trailing wires and a white board propped up against a wall, not being identified. Although, the impact to children's safety is minimised because practitioners supervise them closely and remove the hazards immediately on discussion. The premises are secure, both indoors and outdoors, and staff demonstrate safe practices, such as carefully carrying non-mobile children down the steps to outdoors and closely supervising them on the small plastic slide.

There are clear performance management structures in place that include regular supervisions and yearly appraisals, in order to target the professional development of practitioners. However, again, this is not fully embedded and there is inconsistency in the quality of teaching at present, due to an immediate lack of support, coaching and training for practitioners who, for example, may be less qualified or lack experience. This impacts on the quality of the experiences that children, particularly those under two years, currently receive.

The provider, senior management team and manager of the nursery have a realistic and

accurate analysis of the strengths and weaknesses of the provision, and are working hard to address areas for improvement. For example, they partake in their local authority quality assurance scheme, which entails regular support visits and monitoring from early years advisors. There is a robust management network of support. Senior managers visit weekly, setting action plans with deadlines, and a variety of meetings take place between the management team and practitioners. Room and peer observations have been introduced as part of the evaluation process and practitioners are actively encouraged to contribute their views to the nursery's self-evaluation document. Other settings are visited, to observe and implement new and improved ways of working. Improvements, such as a professional deep clean and the replacement and storage of equipment and resources, for example, have suitably improved the environment for children. A significant area for development in the near future is the renovation of the premises, which includes an extension to the first floor, in order for children under two years to have free-flow access to an outdoor area.

There is effective partnership working with parents. Consequently, children's individual needs are met through trusting and respectful relationships being fostered. A parent handbook, provided during initial visits, effectively informs parents about many aspects of the nursery. In addition, there is a wide array of displays and photographs showing what children do. Regular newsletters keep parents updated on what is happening in the nursery, in order for them to contribute to events. Parents are effectively consulted on many aspects of the nursery provision through questionnaires. In addition, new menus have been devised in conjunction with the views of parents.

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	EY455383
Local authority	Lancashire
Inspection number	906731
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	38
Name of provider	Safehands Green Start Nurseries Limited
Date of previous inspection	not applicable
Telephone number	01254398216

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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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