

Safehands Green Start Nursery @ Accrington

56-58 Haywood Road, Accrington, BB5 6AT

Inspection date

19/04/2013

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

- Recent changes to the management structure have resulted in a strong focus on the evaluation of the setting and staff training. The capacity for improvement is strong in supporting children to make better progress in their overall learning and development.
- Children's individual care needs, well-being and independence is given high priority to ensure they are secure and settled. Consequently, children become competent in managing their personal needs and make choices in their everyday play.
- Staff are very clear in their role in protecting children and are fully aware of the action they need to take to safeguard children and keep them safe and secure.

It is not yet good because

- Children's thinking and creative processes are not always supported because staff are inconsistent in the asking of open-ended questions to challenge children's thinking.
- The monitoring of how staff plan for and track children's progress, across all types of assessment, is not fully effective to ensure staff are supported and understand how to use information gained to progress children in their learning to best effect.
- The management of young children's behaviour is not always effective in helping them to understand boundaries for behaviour to support their future 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 nursery rooms and the outside learning environment and viewed toys, equipment and resources.
- The inspector held meetings with the area manager, manager of the provision and members of staff and spoke to a number of parents.
- The inspector looked at children's records and a range of policies.

Inspector

Janet Singleton

Full Report

Information about the setting

Safehands Green Start Nurseries Limited is an established nursery and was re-registered in November 2012 due to a change in ownership. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Accrington, Lancashire, and is managed by a nursery manager. The nursery serves the local area and is accessible to all children. It operates from four main rooms in converted premises and there is a fully enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and one at a level 2. The team leader for the pre-school is qualified to a level 4. There are bilingual staff employed to support children who speak English as an additional language. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 53 children attending who are 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. The nursery receives support from the early years quality development team at the local authority.

What the setting needs to do to improve further

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

- improve the use of tracking of children's progress to consistently inform planning for children's next steps in their learning and development to further support their learning
- review and extend the programme for personal, social and emotional development in helping very young children manage their feelings and behaviour by ensuring all staff demonstrate clear and consistent boundaries and reasonable yet challenging expectations
- review and improve the monitoring of when and how the progress check for children aged two is completed, and develop processes for consistently sharing this with parents in order for them to contribute to their child's assessment.

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

- improve staff skills in the use of language for thinking and learning by increasing the use of open-ended questioning and modelling appropriate language to extend children's learning and development.

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

Staff use their developing knowledge of the Early Years Foundation Stage to plan for and provide a broad range of activities for all children, across all areas of learning. This means children make choices and are supported in their learning and development. The recently improved observation and assessment of children's development enables a better picture of the children's next steps to be identified. This allows staff to suitably plan for children's individual needs. Staff complete a summary of each child's development and share this with parents. However, this is not consistently used to accurately track children's progress. This is because staff do not use the tracker to support their planning for children's learning in order for them to make the best possible progress. Staff are beginning to complete the progress check for children aged two, however, this is not as successful as it could be. For example, not all staff complete this in a consistent manner, the timing of the check is not always planned effectively, and it is not consistently shared with parents for them to make their contribution. Therefore it is not fully effective in identifying gaps in children's learning.

Overall, the nursery is suitably resourced. Rooms are appropriately equipped with toys and resources which children can access and make choices regarding their own play. The

organisation allows for children to move freely and confidently in the nursery as they develop their independence. Staff support children in developing their language skills and constantly chat to children as they play. For those children who are not as confident in using language, staff support them by using pictures to help them in their communication and build their vocabulary skills. Staff plan for children to freely access the outdoors. Therefore, opportunities for children to explore their physical skills are very well provided for. Through creative activities such as painting, gluing and sticking children are using their imagination as well as developing those finer skills necessary for early writing. The planning for books to be used throughout the nursery means children enjoy reading. They enjoy books and delight in listening to stories with staff. This builds children's skills in literacy and their enjoyment of books. Resources for children to make marks and practise their writing skills are very well provided for. Children enjoy writing and drawing pictures using a range of materials, including pens, paints and chalks, as they develop their imagination. The availability of the computer equipment enables children to develop skills in using information and communication technology and learn how to change programmes and use the mouse with control. Staff plan for children to find out about the natural world as they dig and plant green beans. Staff explain to children the need to water and care for the plants in order for them to grow. Consequently, children learn how to care for living things. Opportunities for children to explore their feelings through messy play is a strength because children access the sand, water and paint, in the dedicated messy play room, freely. Children enhance their own play because staff plan for resources to be easily accessible to them. Therefore, children develop their imagination in the creative activities and learn about volume and capacity in the water play. Consequently, children are being prepared for their future learning.

Staff help children to develop skills in mathematics. They count frequently and introduce numbers as children play. They introduce colours and shapes as children play in the malleable material. Together they line up shapes and count how many there are, as they support children's developing mathematical skills. Staff sit with children and talk to them as they play. They ensure children play safely and make choices regarding what they want to do. However, there is an inconsistent approach to the use of open-ended questioning to support and extend children's thinking. Additionally, not all staff use language for thinking to skilfully question children to reshape tasks so they are able to talk about what they are doing and how they are going to do it. As a result, for some children learning opportunities are not maximised.

Staff share information regarding children's needs with parents through the daily communication book, daily discussions and invitations to come into the nursery. Parents and key persons work together, and through discussions, parents contribute to their child's learning and development record. As a result, a consistent approach to children's learning is in place to support their overall development. Staff are working in engaging all parents in supporting their children's learning, consequently, children's learning and development is being progressed. Children with special educational needs and/or disabilities receive very good individual support plans and therefore progress well.

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

Children form warm and caring relationships and are settled in the nursery. Key persons take responsibility to care for the children and demonstrate a genuine concern for their care and well-being. Staff respond to children, talking to them and introducing humour resulting in children feeling valued and listened to. Additionally, children enjoy the interaction with staff. All required parental information is sought to ensure a consistent approach to meeting young children's needs, which fosters a sense of well-being. Staff suitably support children's independence skills and help them become confident individuals. For example, children manage their own needs in the bathroom and are mostly able to manage their clothing when playing outside.

Children access the outdoor area freely and use this experience to climb, run and balance on the large tyres. They laugh and play together as they line up and learn to take turns on the balancing logs. This allows children to practise risk taking and how to manage risk in a safe environment. Additionally, children are developing suitable skills in their personal, social and emotional development as they learn to share and play together. Babies delight in climbing on the slide, crawling through the tunnel and using the trundle trucks to help them manage their developing physical skills. Care needs are agreed with parents and children sleep as and when needed. Routines for maintaining a hygienic environment and attending to the health needs of children are in place. For example, cleaning routines are in place and individual bedding is provided for children who require a sleep. A balanced healthy diet is provided for children with meals being cooked on the premises. Menus are shared with parents and all dietary needs are catered for. Through discussions regarding healthy food and why exercise is good for you, children learn about healthy lifestyles and develop a positive approach to their own health and well-being.

Staff are consistent in their expectations with regard to older children's behaviour. As a result, older children understand what is expected of them and readily follow staff instructions demonstrating their suitable behaviour. However, this is not consistent across all rooms. The management of younger children's behaviour is less supportive and more reactive. Therefore, for these children, they are not always supported in learning to manage their own behaviour because staff are less effective in demonstrating clear and consistent boundaries. For example, children climb on the small table with no clear boundary being set. Staff use praise effectively and appropriately as they build children's self-confidence and esteem. Through playing with resources that reflect the differences and similarities of people children learn to respect diversity and develop an understanding of the cultures and societies of the world. These skills successfully prepare children for their next stage of their learning and their transition onto school.

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 are 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	913604
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	53
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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