

# Safehands Green Start Nursery

Oak Road, PENRITH, Cumbria, CA11 8TS



**Inspection date** 28 January 2016  
Previous inspection date 11 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Managers and leaders continually strive to improve their provision through constant evaluations of practice and detailed improvement plans. They inspire the well-qualified staff team to adopt a clear and focused vision, and provide high-quality care and learning for children, 'Helping little acorns grow into mighty oak trees'.
- Staff engage parents in every aspect of their children's learning, both within the setting and at home. They welcome parents into the setting to share their skills and cultures, to help children develop a greater knowledge of their wider world.
- Key persons support children as they move between rooms so that they remain happy and settled. Detailed reports and good communication between staff contribute to ensuring that key persons have a thorough knowledge of each child's individual needs.
- Staff value all children. They take a particular interest in any special events that are happening at home, such as the arrival of a new baby, and welcome children to share this with each other. The wide range of photographs, family books and family trees contributes to all children learning about themselves and each other.
- The quality of teaching is good. Children's needs and interests are carefully considered to help ensure they are continually challenged and make good progress.

### It is not yet outstanding because:

- Sometimes, staff do not provide time for all children to prepare for changes to their routine.
- On occasions, staff do not fully promote older children's good use of positional language, and knowledge of adding and subtracting during some activities.

## What the setting needs to do to improve further

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

- enhance how all children are prepared for any changes to their routine, and give them time to bring their play to a close
- strengthen teaching techniques that help older children have more opportunities to enhance their good use of positional language and knowledge of adding and subtracting during activities.

### Inspection activities

- The inspector toured the nursery.
- The inspector observed children from all age groups during the inspection.
- The inspector held discussions with the manager, staff and children throughout the inspection.
- The inspector conducted two joint observations with the manager during planned activities.
- The inspector examined a range of documents. This included, focused improvement plans, policies and procedures, risk assessments, evidence of suitability checks, a record of staff qualifications and training and children's learning files.
- The inspector took account of the views from parents spoken to on the day of the inspection.

### Inspector

Charlotte Bowe

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. High-level training and continual refreshing of knowledge ensure that all staff have a good understanding of child protection procedures. Daily checks of the environment, close supervision and effective monitoring of sleeping children contribute to ensuring they remain safe at all times. Recruitment procedures are robust. Managers and leaders invest highly in their whole staff team through a good programme of support, coaching and training. Professional development opportunities are very clearly focused on helping to improve the quality of teaching and care that children receive. Children's progress is monitored at all levels to help ensure that any gaps in learning are identified and supported. Staff work together very closely with other professionals to carefully support children's specific needs. Self-evaluation is inclusive. Children, parents and others clearly communicate their thoughts through effective feedback methods, such as the 'Wow Tree'.

### Quality of teaching, learning and assessment is good

Staff use the information from their summaries of children's learning to plan challenging and meaningful activities that help children continually achieve. The encouragement and support that staff constantly offer help younger children to feel confident and assured when exploring their environment independently. Young children are keen to investigate how toys work. They persevere when sliding, pressing and turning knobs to see different animals pop up. Staff provide a good range of exciting activities to ignite children's sensory awareness in response to their interests. Younger children enjoy listening to the sounds that musical instruments make. Disabled children and those with special educational needs have fun expressing themselves in the engaging sensory room. Older children enjoy exploring natural materials in the appealing outdoor environment. They are helped to develop good physical skills when using real-life resources, such as crates, tyres and wood, to build and balance.

### Personal development, behaviour and welfare are good

Children form good relationships with caring and dedicated staff who are responsive to their needs. Staff are good role models. They help children to understand the importance of being polite, well mannered and respectful of others, and help them develop good social skills. Children enjoy the responsibility of carrying out tasks independently. Older children make their own choices about the healthy foods they eat and use utensils competently to serve their lunch. Younger children begin to manage their own risks when pulling themselves up on the carefully placed furniture. Staff talk to children about keeping themselves safe when using the computer. They also share information with parents to reinforce the importance of internet safety at home. Staff work together very well with other settings that children attend, to help ensure that learning is fully complemented.

### Outcomes for children are good

All children make consistently good progress, given their individual starting points. Staff make good use of funding, effective monitoring and close partnership work, to help children acquire the key skills they need for their next stages in learning, including school.

## Setting details

<b>Unique reference number</b>	EY440894
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1028410
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	47
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Safehands Green Start Nurseries Limited
<b>Date of previous inspection</b>	11 June 2013
<b>Telephone number</b>	01768 868 327

Safehands Green Start Nursery was registered in 2012. The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2, 3 and 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also cares for disabled children and those with special educational needs.

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