

Safehands Green Start Nursery @ Kendal

Captain French Lane, KENDAL, Cumbria, LA9 4HP



Inspection date

1 September 2016

Previous inspection date

20 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff are well qualified and, overall, they use their good knowledge of how children learn to provide stimulating and interesting activities. The playrooms are spacious and well organised. This enables children to confidently follow their own interests and make decisions about their play. Children make good progress.
- Children establish a close bond with their key person. Settling-in arrangements are flexible and the move within the nursery rooms are carefully planned to support children's emotional well-being.
- Self-evaluation procedures consider the views of staff, parents and children. Thorough reviews and in-house audits are conducted to ensure continuous improvement is made.
- Children confidently seek comfort and reassurance from staff when required, demonstrating that they feel safe and secure in their care.
- Good partnerships with parents and effective information sharing ensures continuity of children's care and learning. Parents express a high regard for the service provided for themselves and their children.

It is not yet outstanding because:

- During group discussions, staff do not fully make the best use of opportunities to remind children not to speak when others are talking. This disrupts the discussion and discourages the quieter children from joining in.
- Although, children have access to an, overall, excellent selection of resources, technology is not as widely promoted as other areas.

What the setting needs to do to improve further

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

- extend opportunities to further children's understanding of the importance of listening to others and waiting their turn to speak in group discussions
- enhance opportunities to extend children's already good understanding of the use of technology in the home and nursery.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector had a tour of the whole nursery.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at all relevant documentation, such as the policies and procedures, children's records, self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a group of parents during the inspection and took account of their views.

Inspector

Carys Millican

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The premises are secure and children are kept safe through the procedures implemented by the staff. For example, staff complete regular recorded headcounts of the children indoors and when they are playing outside. Managers implement robust recruitment and induction procedures to ensure that staff are suitable to work with children. The manager and staff have a good understanding of child protection procedures and are fully aware of the possible signs of abuse and neglect. This helps to protect children from harm. The manager is enthusiastic and demonstrates a strong commitment to maintaining very high standards through her robust monitoring systems. She ensures that all staff complete essential training, including first aid. She conducts regular staff meetings and supervision sessions to support professional development.

Quality of teaching, learning and assessment is good

Staff regularly observe and assess children's development. They set challenging targets to help them make good progress in their learning. Staff swiftly identify any children who need specific support and work effectively with other professionals to help close any gaps in their learning. Staff plan activities according to the needs and interests of children and they are motivated and eager to learn. Pre-school children learn about emotions and feelings, and enjoy looking at photographs. Toddlers show an interest in animals and the jungle theme of wild animals captures their imagination. Staff creatively incorporate mathematical and literacy activities very well into children's play. Children enjoy looking at favourite books and confidently recall what happens in the story. Staff caring for younger children provide ample opportunities for them to confidently explore and investigate their environment using all of their senses.

Personal development, behaviour and welfare are good

Children's social and emotional well-being is, generally, promoted well. Staff support children to settle in according to their individual needs. They quickly build strong bonds with their key person who meet and greet them on arrival. Children follow good hygiene routines. Older children's independence and self-care skills are well promoted during mealtimes. Children enjoy playing outdoors. They have plenty of opportunities for fresh air and exercise, including visits to a Forest School facility close by. Staff teach children about the wider world and take them on outings in the community. They embrace diversity, celebrate differences and similarities, and help children to develop a strong sense of their own identity. Children learn manners and are, generally, well behaved.

Outcomes for children are good

All children make good progress from their starting points. They develop the key skills required in preparation for school. Children show a strong interest in counting and numbers and enjoy drawing, writing, and linking letters and sounds. Their communication and language, physical and emotional development are promoted. Children who have special educational needs or disability have made excellent progress from their starting points.

Setting details

Unique reference number	EY455377
Local authority	Cumbria
Inspection number	1066454
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	53
Number of children on roll	56
Name of registered person	Safehands Nurseries Limited
Registered person unique reference number	RP903370
Date of previous inspection	20 May 2013
Telephone number	01539723340

Safehands Green Start Nursery @ Kendal was registered in 2012. The nursery employs 10 members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, two hold an appropriate early years qualification at level 4 and level 6, and the manager holds early years teacher status. 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. It supports a number of children who have special educational needs or disability.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

