



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206251

DfES Number: 517284

INSPECTION DETAILS

Inspection Date	07/06/2004
Inspector Name	Janet Banham

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Good News Family Care (Homes) Ltd
Setting Address	Charis House Hardwick Square East Buxton Derbyshire SK17 6PT

REGISTERED PROVIDER DETAILS

Name	Good News Family Care Homes - Hazel Guest 2992393 1042386
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ORGANISATION DETAILS

Name	Good News Family Care Homes - Hazel Guest
Address	Charis House Hardwick Street East Buxton

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

The Good News Family Care Nursery has been registered since 1995.

It operates from self-contained accommodation in part of the ground floor of a large property close to Buxton town centre.

With the exception of Bank Holidays and the first week of August, the provision is open Monday to Friday 08:00 to 18:00. Children attend for a variety of sessions.

There are 37 children on roll aged between 3 months and five years. The facility also accepts children and their carers on an occasional or temporary basis during periods of family crisis or need. The nursery is accredited for funding and at present ten three-year-olds and five four-year-olds receive this. The nursery supports one child with special educational needs. There are no children attending for whom English is a second language.

The children are cared for by a regular staff team of eight, which is supplemented by volunteer members.

Six members of the team hold childcare qualifications, one is completing training and one is about to commence training. The setting accepts student placements. It is supported by a development officer from Derbyshire's Early Years Development and Childcare Partnership.

The provision is managed by Good News Family Care and forms part of their Ministry and outreach to the community. The specific ethos of Christian teaching remains fundamental to the philosophy of the care and teaching.

How good is the Day Care?

Good News Family Care Home Nursery provides good quality care for children.

Families are welcomed into a bright and warm environment where children feel secure and settled. Children are grouped appropriately enjoying relaxed and

comfortable accommodation and high levels of interaction from staff who maintain a consistent approach in their care and practice. Management of children's behaviour is appropriate. Staff act as positive role models and children respond well to their clear guidance and praise.

Staff develop close relationships with the children and enjoy their company. Younger children experience individual routines of playing and sleeping in inviting and homely rooms. Staff are involved in their play extending developmental skills and understanding, although there is a lack of equipment to stimulate and stretch the older toddlers.

Pre-school children are secure in their daily routines and enjoy a variety of equipment and activities, although they, and the toddlers, do not have regular access to play or images which reflect race, culture and disability. Children undertake local trips and welcome visitors to the nursery enhancing their knowledge and understanding of the world around them.

Safety, health and hygiene practices are good. Children routinely learn about hygiene and self-care. Comprehensive procedures are in place to ensure the safety and well being of the children.

The nursery establishes very good relationships with parents and carers who are provided with information on the setting and their children's learning. Information about the children is also shared on a daily basis. Parents and carers are very supportive of the nursery and happy with the care and their children's progress.

The nursery is managed efficiently, with high levels of care and concern. All statutory recording is maintained to a good standard and in a confidential manner.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The nursery offers a warm and welcoming environment to all children and their carers. There is a happy and comfortable atmosphere which encourages children to settle, develop their confidence and self-esteem and enjoy their surroundings. Space and planning are used creatively to allow children opportunities to explore and investigate play.
- The nursery staff develop close relationships with parents and carers. Their holistic approach to the care of the children and the time afforded to parents, greatly contribute to the well being of the children.
- The setting has a strong awareness of the needs of individual children and their families. Procedures and practice reflect the inclusion of all children throughout the nursery.
- The setting has a caring and confident staff team. They work well together and with other helpers and volunteers. They clearly enjoy being with the

children and develop play and learning in an unpressurised way according to individual understanding and ability. They are committed to improvements in practice and training.

What needs to be improved?

- the range of equipment and wall displays throughout the nursery which promote positive images of race, culture and disability
- equipment and activities to challenge the older and more able toddlers.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	Ensure there are sufficient toys and equipment in the baby rooms which challenge and stimulate the more able and older children.
5	Ensure all children, particularly those in the baby rooms, have access to a range of toys and images that promote race, culture and disability.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals except in the area of communication, language and literacy where there are significant weaknesses.

The quality of teaching is generally good. The manager has secure knowledge and understanding of the early learning goals and assessment of the children's progress against the stepping stones is clear. However, planning does not evidence how children are achieving nor how they are being moved on in their learning. This is being carried out effectively but very informally. The children are very well known to the staff and attendance ensures that funded children are taught individually or in small groups. Apart from focussed activities, however, children's learning is not being developed or challenged by other members of staff who are insecure in the aims and objectives of the curriculum.

Management of the children and their behaviour is very good. Time and resources are generally well used. Children's sense of place is being developed by regular local trips into the community and by welcoming visitors to the setting. However, their understanding of the wider world is not being enhanced since there is a lack of opportunity to access visual images of race, culture and disability.

The leadership and management of the setting is generally good although the present lack of experienced staff is impacting on the overall quality of teaching for all children.

The partnership with parents and carers is very good. Staff and carers share information about the children on a daily basis. Carers receive comprehensive information about the nursery, the curriculum and the early learning goals. They are encouraged to take part in their children's learning and asked to comment on the half-termly assessments.

What is being done well?

- The management and development of individual children's personal, social and emotional progress.
- The promotion of caring for others and good behaviour.
- Opportunities for children to listen to and respond to a variety of music.
- The clear expectations that the nursery works in partnership with parents and carers and the welcome afforded to families so they may be comfortable in the informal and relaxed environment.

What needs to be improved?

- staff's understanding of the learning objectives in the plans and the use of assessment to evidence and evaluate where children are in their learning
- staff's knowledge of how to use activities and routines to help children develop their language for thinking and use of vocabulary
- opportunities for children to recognise letters and familiar words and to link sounds with letters and for them to have routine exposure to images of culture, race and disability.
- opportunities for children to respond to significant experiences, develop a sense of time and for the older and more able children to develop their self-confidence and independence

What has improved since the last inspection?

Progress since the last inspection is generally good. Parents' involvement with their children's learning has been enhanced by the provision of daily link books where appropriate and by receiving regular written progress assessments which invite comment. Assessment records are now clear and inform children's progress against the stepping stones but there is still no formal evidence that they are used to inform teaching and planning. This remains a key issue.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children feel secure and separate happily from their carers. They are eager to join in play; sit and listen to instruction. They are encouraged to be responsible and to develop their self-esteem but staff miss opportunities to offer greater challenges to the older and more able children. They are learning about emotions and the need to care for and respect others. Their behaviour is good. They are acquiring knowledge of right from wrong and are clear of expectations.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children are not confident communicators and staff are not developing the use of language routinely during play. There are few opportunities for the children to recognise familiar words, use their name cards or link sounds with letters. Children enjoy group stories and an attractive book corner encourages further exploration of print. Children routinely make marks or write their name in role play and focussed activities. They are confident singers.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children have opportunities to explore shape, size and position both independently and with staff support. Focussed activities encourage the recognition and use of number, but this is not spontaneously developed during play. Children are able to make simple calculations recognising when they need more or less and how many parts make a whole. Baking activities provide understanding of volume and measure.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are beginning to develop a good sense of place. They explore their locality and relate their findings to activities in the nursery. They experience opportunities to discover change, growth and the natural world. Technical equipment is routinely available. They are acquiring constructional skills. Knowledge and understanding of the wider world is explored in topic work. However, children have little opportunity to understand and discover a sense of time.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Good use is made of a range equipment both inside and out. Children move confidently and with control demonstrating a good sense of space. They are co-ordinated and move with care when handling delicate materials. Children develop hygiene awareness routinely and through special topics. They show skill when using cutlery. Focussed activities encourage use of writing equipment and scissors, but children do not have free choice opportunities to handle a variety of small tools and equipment.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are developing an awareness of colour. They are able to create in focussed activities using a good range of materials and equipment. They have access to a wide variety of music, used as background, as a focussed activity or when moving to movement. They participate and improvise during role play with adult support and join in action rhymes. Creativity is not sufficiently developed in the children to allow them to use their imaginations fully in small world play or design making.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- review planning so that it clearly indicates the aims and objectives of learning, is evaluative and understood by all staff. Ensure the evaluation evidences where children are in their learning and how they will be moved on, and older and more able children given greater challenges, both to their self-confidence and learning
- develop children's communication skills and vocabulary to enhance their language for thinking, and their imaginations
- provide greater opportunities for children to develop reading skills, and increase their awareness of a sense of time and of other races and cultures.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.