

Good News Family Care (Homes) Ltd

Inspection report for early years provision

Unique reference number	206251
Inspection date	18/04/2011
Inspector	Yvonne Layton

Setting address	Charis House, Hardwick Square East, Buxton, Derbyshire, SK17 6PT
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Good News Family Care Nursery has been registered since 1995 and is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for a maximum of 48 children under 8 years. There are currently 38 children on roll, of whom 35 are in the early years age range. The nursery operates from separate designated rooms within the main building in Buxton, Derbyshire. The nursery is open Monday to Friday 8am to 6pm except for Bank Holidays, Christmas and two weeks in August. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery provides funded early education for three- and four-year-olds.

Ten staff are employed of whom seven hold a childcare qualification from Level 2 to Level 5. One has qualified teacher status. There is one member of staff working toward Level 3 and one in the process of completing professional status qualification. The nursery 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 learning.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children within the Early Years Foundation Stage enjoy their time at the nursery. They make good progress in their learning and development and their welfare is strongly supported. Staff have a good understanding of equality of opportunity, and inclusive practice is carefully promoted, with children's needs effectively met. Links with parents are extremely strong and the liaison with other providers is effective. Very proactive reflection and evaluation of all aspects of the setting ensure that there are strong aspirations for developing the quality of the setting and to drive and maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- clarify information obtained about who has legal contact and parental responsibility for all children and record the health reasons for the administration of non-prescribed medicines
- enhance opportunities for children to be independent at lunch times and extend the opportunity for children to use a wider variety of tools within the setting and know how to handle them these in order to keep safe
- consider providing seating in the baby area where adults can feed and cuddle babies comfortably.

The effectiveness of leadership and management of the early years provision

Children are well-protected as there are clear safeguarding procedures. Staff have a good knowledge of their responsibilities in protecting children. Detailed risk assessments and daily checks are carried out in all areas and for equipment. The setting is secure, with effective security systems to prevent access from outside and by other users of the main house. There are clear rules about access from the only unsecured access point from the first floor to the main corridor of the nursery, which staff vigilantly enforce. Children's well-being is assured as required policies, procedures and records are in place and carefully maintained. Information about who has legal contact and parental responsibility for each child is in place but requires clarification to make sure the details are correct. There is a detailed medical policy in place. However, the health reason for administering non-prescribed medication is not recorded.

Efficient systems ensure staff are suitable for their role and they are clear about their day-to-day responsibilities. Required checks and training are systematically renewed and management are clear about ensuring the ongoing suitability of staff. Resources are plentiful and in good condition. The baby/toddler area is welcoming and includes soft cushions and a small bean bag settee. However, the environment is not completely enhanced as there is no comfortable seat for adults to cuddle or feed babies.

Children's learning is successfully promoted as the staff have a good knowledge of the Early Years Foundation Stage framework. All areas of learning are addressed within the planning. Individualised planning is devised through observations of the children's progress, their interests and individual development, which includes details of next steps. Inspirational and innovative teaching motivates children. Older children have excellent opportunity to be active and creative learners and to think critically as they proactively plan activities and themes supported by adults. The nursery has a strong ethos in supporting families. Links with other services and agencies are effective with two-way working partnerships. An individualised pack of children's development is provided to school and parents.

Inclusive practice and equality policies and procedures are carefully implemented throughout the setting. All children are treated as individuals and are respected and valued. They engage in a wide range of activities and experiences which help them to embrace diversity.

Partnerships with parents and carers are highly positive. This includes a newly organised parent steering group, which ensures parents are heavily involved in the setting. To ensure children's welfare and learning needs are met, staff gather excellent information from parents about each child at the start of their placement and on an ongoing basis. Session diaries are completed for younger children. Parents have the opportunity to continue activities at home and the setting provides multiple topic learning bags and book loaning. They have access to the group's policies and procedures and there is very detailed information throughout the setting about learning and welfare aspects. Parents are able to view and

contribute to their child's assessment files, both informally and at parent consultations. Parents and children are actively involved in evaluation of the setting.

Leaders and managers have high expectations and set high standards that are embedded across all areas of practice. They are passionate about developing all aspects of the setting and fully supported by the active involvement of all staff. Children's learning and welfare is very strongly promoted as there is a proactive ethos to evaluate all aspects of the provision. There is continual reflection on practice and a wide range of evaluation systems that clearly identify areas to develop. The recommendations from the last inspection have been positively addressed.

The quality and standards of the early years provision and outcomes for children

The learning environment effectively supports children's progress towards the early learning goals, with children's learning promoted throughout. They are supported very well to plan themes and activities. For example, children plan a bear theme, they plan and make a 'bear cave', undertake creative activities and make 'bear food' such as 'teddy toast' and 'bear honey'. Staff support them in devising other activities to link to all areas of learning and to extend the theme. Child helpers assist in helping to prepare for meals and children serve themselves with cold meals. However, there are some lost opportunities for children to learn about and know how to handle situations in order to keep safe, such as, developing their independence with warm meals and further opportunity for children to use tools within the setting, for example woodwork. Play is purposeful as the children confidently self-select and enjoy activities alone, in small groups or with an adult. Staff are skilled at encouraging children's critical thinking as they present challenging questions. They are warm and caring, providing positive interaction between themselves and the children. Children's communication skills are promoted well as staff and children hold detailed conversations.

Letters and sound activities play a major part in the setting and are used as a broad foundation for understanding and reading skills. These are linked to core books selected throughout the year with related activities to support them. Throughout the nursery photographs are effectively used to promote learning and enhance children's well-being. There are a wide variety of books throughout created by the children from their ideas and events such as holidays, interest in animals and people and things that matter to them, which children decorate and contain photographs and text. Children regularly seek these out to share with friends and staff or look at alone.

The nursery places a major focus on children growing as individuals, supported by a Christian ethos of respect and kindness and by enhancing their self-respect and self-esteem. A strong sense of self is promoted as staff use positive encouragement and praise. Activities and creative projects include national and international celebrations.

All areas of early learning are promoted well throughout the setting and all children are actively involved in both planned and spontaneous role play, story telling, baking and rhymes. Good use is made of recycled materials, for example, outside there is a musical chime made from metal cutlery and kitchen utensils. Children create their own projects using their interests and imagination, such as a castle and insects from junk boxes. All children are enabled to create their own artwork using lots of free expression with paint and items such as feathers, wood and glue. There are displays of children's artwork throughout the setting.

Nature is investigated as children explore shells, leaves, sticks and items brought from home and on outings. They dig in the garden and plant, care for and eat fruit and vegetables they have grown. A child's interest in birds leads to an extended theme where children investigate and seek out different birds and make bird feeders. A parent brings a lamb to the setting and children learn about feeding and caring for it. Local and special events are thoroughly enjoyed and promote children's learning. They are actively involved in a nursery display in the Christian book shop and they learn about caring for others as they participate in 'Christmas Boxes' and harvest festivals.

Strong relationships with the staff help children to feel safe and secure in their surroundings. They learn about possible dangers and how to keep themselves safe through routines and activities. Good hygiene practices across the provision help to minimise the risk of spreading infection. Skills and confidence are enhanced as the children enjoy indoor and outside physical play. Dance sessions and swimming are part of the weekly routine. Children undertake personal challenges and take risks safely on outside equipment, such as, balancing planks and climbing frames. A well-planned outdoor area with good use of indoor resources, alongside physical and exploration activities, enhance children's experience and learning. Through related themed and spontaneous activities, children learn about healthy eating and self-care.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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