

Heath Childcare

Heath Primary School, Slack Lane, Heath, CHESTERFIELD, Derbyshire, S44 5RH

Inspection date

Previous inspection date

18/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children's individual learning and care needs are met well as staff give high priority to these. Throughout the nursery, children are happy and well settled.
- Children make good progress across the seven areas of learning because they enjoy a rich range and effective balance of child-led and planned activities that provide interesting and challenging experiences.
- Staff demonstrate a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and successfully promote children's safety and well-being.

It is not yet outstanding because

- There is scope to enhance the already good quality of teaching by considering further ways to strengthen and deepen children's creative and critical thinking skills.
- There is scope to allow children to further extend their rapidly growing sense of self by providing more opportunities for them to learn about their own culture, history and the local community.

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 interaction between the staff and children and spoke to the staff and the children during activities.
- The inspector held meetings and discussions with the manager, staff and directors of the nursery and held a joint observation with the manager.
- The inspector sampled a range of policies, procedures, records and developmental files.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Yvonne Layton

Full Report

Information about the setting

Heath Childcare was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in Heath, in Derbyshire and is a limited company managed by a board of directors. The nursery serves the local and surrounding areas and is accessible to all children. It operates from designated rooms and there are fully enclosed areas available for outdoor play. Children of pre-school age are integrated into the school nursery, supported by childcare staff.

The nursery employs 15 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and level 3. The childcare opens Monday to Friday all year round, except for bank holidays and a week between Christmas and New Year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. They offer before and after school and holiday care for children up to age 11. There are currently 54 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- maximise on children's creating and thinking critically skills by extending opportunities for them to use the language of thinking and learning and to consider what else is possible
- develop further children's sense of self by, for example, providing opportunities for them to explore their own culture, history and community.

Inspection judgements

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

The quality of teaching is good. This is because staff have a strong knowledge and understanding of the prime and specific areas of learning and how children learn. They plan an environment where all seven areas of learning are covered. This includes, a high focus on the prime areas of learning. Children are eager to try the activities on offer. They move around from activity to activity, with good support provided by staff enhancing their learning and development. Staff observe children closely and interact effectively with

them. They make sure that children develop a positive attitude to learning because activities and experiences are based on their interests and are achievable. Children are busy and enjoy the activities available to them. Staff engage well with the children, listening to and observing them to know when to offer support or allow children to direct their own play. Consequently, children make good progress in their learning and are well prepared for the next stage and in preparation for school. However, there is scope to further strengthen and deepen children's learning and development by building on children's own observations to help them expand their creating and thinking critically skills. For example, when children notice birds on the hedge, staff talk to them about what the birds are doing, but overlook opportunities to engage children further by helping them to make links and notice patterns in their experiences.

Children's communication and literacy skills are developing well. Staff place a high focus on encouraging children's language skills. They use positive questioning and encourage the children to think and consider. Stories are widely used to promote good communication. Children enjoy looking at books and listening to stories with staff and this also develops their awareness of the importance of printed words from an early age. Each term, a book is used as a theme for learning, with staff linking this to a wide range of activities and using props, such as puppets, to help retell the story. For example, a story about three little pigs is used by staff to encourage the children to use their imaginations and learn about animals and texture. In the imaginative area, children can build houses using bricks and use puppets to recreate the story. They are encouraged to contribute to a display about the story and use construction toys to print bricks to make a house. In addition, staff use this opportunity for the children to consider colour and shape as they encourage them to identify the colours they are using.

Staff enable the children to make their own choices as they self-select from a good range of resources. For example, in the outside areas there are tubs with a wide range of different resources for sand and water play to encourage children to explore and investigate. Children are able to consider and plan different ways to build and construct and a wide range of freely available early writing and drawing resources encourages them to begin to explore and develop their design and mark-making skills. In addition, young children explore texture as they use natural resources and develop their creativity when using paint in different ways. Staff support children well in developing an understanding of the world. For example, they encourage children to make their own pictures using a tablet computer and provide computers, programmable toys, binoculars and magnifying glasses, so that they become skilful in using everyday technology. Children learn about nature as they help to care for the nursery chickens and rabbits. They learn about food as they grow vegetables and herbs, which they then use for snack. All of this ensures children have rich experiences that support them in making good progress in their learning and development.

Effective procedures are in place to observe, assess and plan for children's individual progress. Activities and opportunities are planned around the children's interests, while taking into account their next steps in development. Detailed observations and assessments, summative reports and the progress check at age two, make sure children are reaching their developmental stages and are making good progress. Procedures for monitoring children's development are effective in tracking the progress they make over

time and include parents' contributions well. As a result, staff provide interesting and challenging experiences that meet the needs of all children, including children with special educational needs and/or disabilities.

Children benefit from the effective partnerships with parents. Staff work well with parents and enable them to play a full and active role in their child's learning. For example, the nursery holds parent consultations, where parents can view and comment on their children's progress. These occasions are used for staff and parents to share ideas about activities and events that children enjoy. In addition, each room has a nursery-to-home character toy, who goes home with the children. Parents and children take the toys on outings and to family events. They take photographs and record the activities the toy has completed. This enables parents to involve the staff in children's activities and events at home. Staff transfer these activities into the nursery and use them to widen children's learning experience. Staff make sure that children with special educational needs and/or disabilities are enabled to make progress in their learning by personal individualised communications between parents, other agencies and the staff.

Children are fully supported in the transition from home to the nursery. Staff gain a good understanding of their individual preferences, interests and starting points and use this to provide experiences that allow them to flourish in the setting. The nursery and school work very effectively together. Wrap around care for children, who use the nursery and attend the school is planned well and makes sure their individual care, learning and development needs are met effectively. Therefore, consistent and effective transitions for the children are assured. The planning of activities is shared and there are joint meetings between the childcare staff and the staff in the school nursery. This means that children are prepared well for school and their needs met. Within the nursery, staff actively promote independence and group skills. Children are encouraged to talk about changing rooms and going to school. The nursery has established an effective system for communication with other schools and providers to make sure children are securely prepared and supported during anytime of transition and during their entry into school.

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

Close and caring relationships and sound attachments ensure children are happy and confident in the nursery. Staff know the children well and therefore, are able to meet their care and learning needs effectively, including children with special educational needs and/or disabilities. Children thrive and enjoy the different experiences offered as staff give consistent support and provide an environment that meets their learning and development needs well.

An effective key person system makes sure that strong relationships are formed between staff, children and their families to promote a good level of well-being. Regular discussions make sure staff know what is happening within families. Close liaison ensures all children's needs, including those with special educational needs and/or disabilities, are met well. All children are well prepared for any transitions in their life and for entering school because staff make sure they are confident and prepared socially. Therefore, children make good progress in their learning and development.

Children's artwork and photographs of them participating in activities are attractively displayed, which contributes to building their self-esteem and sense of belonging. This is enhanced as the children consider their families as they make family trees and a holiday display includes photographs of the children on holiday with their families. Staff engage children well to learn about other cultures and people through planned and spontaneous discussion and activities, including national and international festivals and celebrations. However, there is scope to develop the children's sense of self further by enhancing opportunities for them to learn about their own culture, history and community.

Children demonstrate through their behaviour that they feel safe and secure within the nursery. They behave well and they are learning to respect each other and develop their socialisation. Children actively respond to staffs' reminders about good behaviour. This is effectively enhanced by staff as they are good role models and use lots of praise and positive reinforcement.

Children keep fit and explore as they freely access the outdoor areas. Indoor activities are readily available outside and children can explore and experiment as they self-select from a wide range of resources. They learn about balance and develop their coordination as they use a ball chute and play catching games. Physical skills are well promoted and children can undertake challenges as they use to a wide range of physical resources and activities. For example, tricycles and large and smaller climbing equipment. Children learn about their bodies through activities. For example, they make their own self-portraits and learn about bathing 'babies' in role play activities.

Children are given healthy choices at snack time. In addition, they cook and bake and learn about healthy eating through displays. Children positively learn about safety and self-care through routine activities and discussion. For example, a visit from a dentist enhances their learning about looking after their teeth. They learn about keeping safe as they interact with the police and fire service at the nursery. Self-care is promoted as the children benefit from established hygiene routines.

The effectiveness of the leadership and management of the early years provision

The nursery has undergone major management changes recently and most of the established management roles are being gradually transferred to the new management team, including responsibility for the supervision and appraisals for staff. The transfer of responsibilities is being completed gradually, with ongoing effective support. As a consequence, children's well-being, learning and development remains good.

The management team oversee the educational programme effectively. Planning and children's development records are monitored to ensure children's learning and development is supported well. Children's learning and development is enhanced as staff complete core and additional training and through regular good practice meetings. Staff are confident, they understand and overall implement the characteristics of effective teaching and learning well. The manager and staff have a good knowledge of the

Statutory framework for the Early Years Foundation Stage and all areas of learning and development. This knowledge, along with new ideas, are continually shared between the staffing team and staff training needs are recognised and acted upon by management. Consequently, children benefit from the support of knowledgeable practitioners, who provide them with exciting and enjoyable experiences that help them to make good progress in their learning and development. Staff have a secure knowledge and understanding of safeguarding issues and know the procedures to follow if they have concerns. Effective security arrangements makes sure that children are kept safe, including effective signing in systems, robust collection procedures and coded door locks. Risk assessments and daily checks of the premises and equipment ensure hazards are kept to a minimum. All of this, makes sure that appropriate steps are taken to minimise risks and keep children safe and secure. In addition, a good range of policies, procedures and records are maintained, such as accident and medication records, which effectively supports the safety of the children and the management of the setting.

Partnerships with parents are strong. Daily verbal and written information is shared with parents to make sure they are fully involved in the care and learning of their child. As a result, staff can promote consistency in children's care and learning. Children's experiences are extended as parents' opinions are sought and responded to. In addition, there is an array of information for parents throughout the nursery. Parents receive newsletters to keep them up to date with events and occurrences. Effective partnerships with external agencies and other providers are well established and contribute securely to meeting children's needs.

Children's safety and welfare is assured as robust systems are in place for the employment and induction of new staff. In addition, effective procedures to ensure staff remain suitable for their role are in place. The commitment to continually develop the nursery to make sure children reach their full potential in their learning and development is evident. Children's well-being is promoted strongly as the nursery has secure monitoring and evaluation, which clearly identifies any gaps in the provision. Staff and management are fully involved in this process and parents' and children's views are sought to ensure the nursery meets the needs of all its users.

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	EY457608
Local authority	Derbyshire
Inspection number	900812
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	79
Name of provider	Heath Child Care Ltd
Date of previous inspection	not applicable
Telephone number	01246 850277

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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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