

New Life Day Care

New Life Family Centre, Low Grange Avenue, BILLINGHAM, TS23 3EQ

Inspection date

10/12/2013

Previous inspection date

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

- Teaching is securely based on staff's thorough knowledge of the Early Years Foundation Stage. Staff, therefore, make good use of opportunities to promote children's learning through free play and structured activities.
- Children are motivated and keen to learn in this very inclusive and welcoming group. They show high levels of curiosity and imagination and demonstrate positive relationships with their peers and staff.
- Children are well protected by robust and rigorous safeguarding procedures and policies. Risk assessments are sensible and staff are proactive in ensuring they are implemented to the highest standard.
- Relationships between children and staff are very good, therefore, fostering a strong sense of belonging and ensuring that children are confident learners. Partnerships with parents and other agencies are strong with regard to sharing a comprehensive range of information that aids staff in meeting children's care and learning needs.

It is not yet outstanding because

- Staff's skills in asking open-ended questions are variable. This means children are not consistently encouraged to build on their rapidly developing critical and creative thinking skills.

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 viewed all areas of the premises and equipment and observed activities in all of the playrooms and the outside play areas.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the group, the provider's self-evaluation form and a range of other documentation.
- The inspector held meetings with the management team, completed a joint observation with the manager and spoke with staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day and views presented in written form.

Inspector

Eileen Grimes

Full report

Information about the setting

New Life Day Care was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in New Life Family Centre in the Low Grange area of Billingham. The group serves the local community. It operates from four rooms and has the use of additional rooms and areas. There is an enclosed area available for outdoor play.

The group employs 22 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3, including two with degree status. The group opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 174 children attending, 125 of whom are in the early years age group. The group 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:

- enhance and develop all staff's understanding of consistent and effective open-ended questioning, so children learn to think more creatively and critically.

Inspection judgements

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

Staff have a substantial impact on children's learning and development so that children make good individual progress in relation to their starting points. They are well aware of children's backgrounds and capabilities, taking account of the length of time children have been at the group and how often they attend. Through the activities available, staff ensure that children reach expected levels of development. Children with special educational needs and/or disabilities are very well supported. They have individual plans in place and targets are agreed with parents to ensure that they make progress in all aspects of their learning and development. Children achieve good levels of personal, social and emotional development, particularly through strong relationships with their key persons. They enjoy the challenges to develop physically, handling a wide range of tools with skill and being physically active in the spacious accommodation. They receive plenty of stimulation from attentive staff to extend their communication and language skills. Children gain confidence to engage in conversation with the attentive staff through the very successful use of small group time. As a result, they make good individual progress, work effectively towards achieving expected levels of progress and are well prepared for their next stage in learning. Children receive particularly good support through individual

attention at their chosen activities. Staff support children to act out the story of 'the bear hunt' offering prompts and gentle suggestions to inspire their imagination further. Staff are highly skilled at story telling. They engage children in the story as they stimulate their interest in books. This promotes children's literacy skills. Children's further understanding in literacy is enhanced for example, in the use of the initial sounds of their names, and the first phase of letters and sounds to encourage children to develop language and communication skills. This particularly supports children with ongoing support through the speech and language team. They have good opportunities to explore their surroundings to gain understanding of their environment, for example, they make bird cake to hand out for the birds and staff have created a bird watch hideaway.

Staff have good knowledge and understanding of how to promote children's learning. They demonstrate consistent expectations and, through their enthusiasm, effectively engage and motivate children to further extend their play. They plan the room so that children have ample space to play and access many resources for themselves. Staff give very good support so that new children confidently choose what they want to do. They extend their use of words and confirm each child's play by talking about their chosen activity. They extend children's thinking by making comments and posing questions that help children to consider different aspects. However, questioning skills are not always consistent throughout the setting, which results in some children not always having the opportunity to think critically and creatively. Staff plan group activities very well to engage and motivate children. They use small key groups regularly, so children receive encouragement to feel included and effectively participate.

Children enjoy their activities, focusing and persevering at them. For example, they are making dough and continue experimenting with adding more flour and water until they get the preferred consistency. This means that they acquire a good range of skills and positive attitudes to develop and learn effectively. Over their pre-school year, children become ready for the next stages in their learning at school. Staff effectively understand the consistent, updated, planning and assessment systems used in the group. They make good use of ongoing, observational assessment. Through this, they effectively evaluate children's play and incorporate their next steps of learning and interests into the quality planning. Key persons revise these plans on a daily basis, to support children's current learning needs. The manager and staff have successfully implemented the progress check at age two and share these with parents and other professionals. Staff work closely with parents of new children to learn about them and their family backgrounds and, as a result, children settle well. Staff effectively engage parents in their children's development and learning in the group. They have recently implemented a home learning journal which encourages parents to write and comment on their child's activities at home. This allows staff to take account of children's interests from home. These are supported by three monthly progress records. Parents make written comments on these, and this ensures they are always aware of how children are making progress and provides staff with the opportunity to highlight any areas for further development.

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

The group's care practices support children to feel emotionally secure and effectively help them to be healthy. Staff consistently implement well-established procedures so that children receive focused support from their caring key persons. The key person supervises their key group's personal care and they are well aware of their children's play preferences and learning requirements. As a result, support and conversations are personalised and all children form close bonds and secure emotional attachments to their carers. Children confidently seek staff out for reassurance and extra resources when needed. They have a positive approach to new experiences and are happy and content. Staff prepare children well for their transitions. They effectively get children ready for the move into the next room and to nursery and school. Children are able to visit the groups and staff talk with them about the transition. Staff share developmental files with the setting, so that everyone has a firm basis to support the child in moving forward. Staff successfully prepare children for their next stage in learning as their skilful practice has a positive impact on children's confidence and self-motivation. For example, children gain good independence in starting to put on their own painting aprons and dressing-up clothes.

Children make good relationships with adults, both staff and visitors. They relate well to each other, offering help and amicably sharing resources, such as bicycles and tricycles. Throughout their time at the group, many form increasingly strong friendships. Children respond well to the clear boundaries that they help to set, for example, as they hear gentle reminders to say please and thank you. Children's behaviour is very good, as staff set a positive example by being considerate and thoughtful towards others. Children willingly take on responsibility, for example, tidying away before moving for snack and they notice pieces of equipment to clear away without staff asking them. As staff constantly expect children to do things for themselves, children gain particularly good independence. From the time they start at the group, children organise considerable periods of play for themselves. They collect and return items from the accessible storage.

Staff support children particularly well to feel safe and to learn about potential hazards. Well-considered care practices enable children to be aware of safety and to take appropriate risks. For example, they learn to negotiate wheeled toys in an enclosed space and to look out for each other. Children effectively learn about healthy lifestyles. Staff encourage children to develop a good understanding of the importance of physical exercise. Children also benefit from a range of healthy meals, snacks and drinks. These are served to children in small groups so as to develop their social skills.

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

The leadership and management have a very good understanding of their responsibilities in meeting the safeguarding and welfare requirements, including arrangements for safeguarding and suitability. They implement these consistently to create an environment that is welcoming, safe and stimulating. All staff have completed safeguarding training and the manager has undertaken enhanced child protection training. As a result, they have an in-depth knowledge of how to keep children safe and how to respond to any concern about a child. Staff implement all required policies and procedures well. Written risk assessments are detailed and frequently reviewed so that staff keep children safe, indoors,

outdoors and on outings. All required documentation is effectively maintained, including the record of staff suitability. Management have a very good understanding of employment and vetting procedures and carry these out very effectively.

Leadership is good and management is effective because the provision has an in-depth understanding of the responsibilities in meeting the learning and development requirements. There is an accurate overview of the curriculum through monitoring of the educational programmes and of the levels of delivery by individual staff. This means that the group offers a broad range of experiences to help children make good progress towards the early learning goals. The basis of the teaching is good as staff have a secure understanding of each area of learning and how children learn. The manager monitors the levels of planning and assessment, to make sure these are compatible, consistent and display an accurate understanding of all children's skills, abilities and progress. Staff target individual children identified as being in need of support, to ensure their needs are successfully met. As a result, these children receive supportive intervention and any gaps in their learning and development are closing. The provider monitors and manages staff's performance and their professional development through regular appraisal. This system is well established and staff and management have a clear understanding of how this impacts on improvements of practice. New staff have a comprehensive induction, which ensures they are familiar with all aspects of the group. The management encourages staff to regularly attend relevant early years courses and best practice meetings. The performance management system shows that staff clearly identify and reflect on how they can continue to improve knowledge, understanding and practice and analysis the impact of training. For example, the manager attended a safer recruitment training and although they complied with all the legal requirements they were able to adopt further good practice.

The group have implemented a self-evaluation system which shows clearly how the group has progressed well since registration. They identify clear strengths and weaknesses gathering the views of parents. Each child has free access to their learning journey. Their key person sits with them and talks about the photographs or pictures they have created to find out how they felt about a particular activity, event or situation. In this way, staff are able to focus their planning and teaching on children's requirements and interest. Families receive plenty of information about the group and about the Early Years Foundation Stage. In all aspects, they are encouraged to contribute to the group, and parents comment that due to the excellent support offered by the staff, they feel empowered to ask questions of professionals about any aspect of their child's care and education. The group establishes very effective arrangements for information sharing and partnership working with other providers through a daily diary system which is completed by both settings. As a result, there are good procedures to identify all children's needs and help them to make progress. The group has good links to ensure they work in partnership with a wealth of external agencies, such as speech and language therapists.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY465660
Local authority	Stockton on Tees
Inspection number	925471
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	90
Number of children on roll	174
Name of provider	New Life Church, Teesside
Date of previous inspection	not applicable
Telephone number	01642370880

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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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