

Good News Family Care (Homes) Ltd

Charis House, Hardwick Square East, BUXTON, Derbyshire, SK17 6PT

Inspection date	22/01/2014
Previous inspection date	18/04/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Risks to children are not always promptly recognised and minimised. This increases the potential for accidental harm.
- Staff are not always effectively deployed to ensure the smooth running of the nursery and to ensure that all children's needs are fully met.
- Teaching requires improvement. Some activities do not engage all children as not all staff consistently use good questioning, role modelling or other teaching strategies.
- General dis-organisation means that records which are stored electronically are not available for inspection. This hinders the inspection process and prevents checks being made to ensure children's care is in-line with regulations.

It has the following strengths

- Children are generally happy and confident in the nursery. They enjoy well-resourced playrooms and an exciting outside area which adequately promotes their learning and development.
- The two coordinators are very dedicated to their roles and are focussed on improving standards within the nursery for the benefit of all children. There is a strong drive and clear capacity for future improvement.

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 activities in the playrooms and the outside learning environment.
- The inspector conducted a joint observation with one of the coordinators for the nursery.
- The inspector held meetings with the two coordinators for the nursery.
- The inspector looked at children's assessment records and planning documentation.
The inspector checked evidence of qualifications of staff working with children, the provider's self-evaluation form and improvement plan. Information for all staff's suitability could not be checked.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's own parent survey.

Inspector

Jennie Lenton

Full report

Information about the setting

Good News Family (Care) Homes Ltd opened in 1995. It operates from a house in Buxton, Derbyshire. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week, from 8am until 6pm, all year round, with the exception of bank holidays and two weeks during August. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area.

There are 37 children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities.

There are currently seven members of staff who are employed to work directly with the children. Six hold early years qualifications at level 3 and above, with the other member of staff being qualified at level 2. The nursery receives support from the local authority and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. 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.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- revise the staffing arrangements to meet the needs of all children and ensure their safety by deploying staff effectively
- ensure that there is a clear and well-understood policy and procedure for assessing any risks to children's safety, with particular regard to the serving of food, and monitor staff's practice and understanding of how to minimise and remove hazards
- raise the quality of teaching so that staff successfully engage all children in activities to maximise their enjoyment and learning
- make records easily accessible and available to those that have a right or professional need to see them, with particular regard to information about the vetting processes that have been completed on staff to ensure their suitability to work with children

Inspection judgements

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

Children are generally happy and content in this friendly and welcoming nursery. They are keen to take part in activities, dressing-up as wizards or playing imaginatively in the home corner as they pretend to take their babies to nursery. Older children show they are confident as they chat away to their friends and take part in group activities, such as re-telling a favourite story about three goats. Babies and toddlers show strong attachments as they snuggle up to staff and seek comfort from them. All children enjoy a suitable range of activities that stimulate and engage them. Babies explore their senses as they investigate treasure baskets and look at their reflections in the low-level mirrors. Older children develop their skills with a keyboard and mouse as they use the child-friendly computer and build on their literacy skills as they sit in the cosy den looking at books. They also enjoy the designated construction room where they are able to build trains and towers with large blocks, constructing items to their own design and satisfaction.

Staff display varying levels of teaching skill. Some staff deliver a range of planned and spontaneous activities with enthusiasm that captures children's imagination and encourages them to be willing learners. Story books are read with emphasis, with characters coming to life as staff use soft toys to represent them, holding children's attention and making the stories fun and interactive. Children roar with laughter as the troll is butted off the bridge and goes flying through the air. They enthusiastically re-tell the story afterwards, exploring their imagination as well as building on their recall skills. Through such activities they develop key skills for future learning, such as concentration and being part of a group. Other staff are less effective in engaging children. They fail to ask open questions as children play alongside them or to role model effectively. For example, as children play with a large tub full of rice, there is no discussion or demonstration of how to explore mathematical concepts, such as, more and less or quantity and volume by using cups or other resources. Similarly, routine activities such as song time are not always delivered well. Children become bored as the session is too long and they cannot see the actions that go with the song as the staff member fails to emphasise the movements sufficiently. Consequently, teaching skills across the setting require improvement so that all children are able to maximise their learning and enjoyment.

Nevertheless, all children are making steady progress towards the early learning goals. This helps to prepare them well for their future learning and the move onto school. Children's achievements are recorded and the key person for each child regularly monitors their development to ensure that they are making progress. Staff identify ways to help children move forward and use this to inform the planning of future activities. Planned events are shared with parents and staff consult with parents at the start of a placement to determine children's starting points. They ensure that parents are kept informed as to their child's progress through regular reviews. Parents also have the opportunity to contribute to staff's understanding of their child's achievements and their comments are included in their child's records. Parent's comment that their children are 'developing well'. With children who have identified special educational needs and/or disabilities, staff

discuss activities that parents can carry out at home to further support their child's development. For instance, they suggest some jigsaws to complete which will encourage hand and eye co-ordination.

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

Children display positive relationships with the staff and each other. They are helped to settle in as the nursery offers settling-in sessions where parents slowly build up the time they leave their children. Staff use these sessions to find out about each child's personality, likes and dislikes. Information is also collated on registration forms to ensure that staff are aware of any special requirements. Dietary or medical needs are fully discussed and taken account of. Staff also ensure that the nursery reflects the backgrounds of the children who attend. For instance, Polish meals are included on the menu to ensure that children know that their background and heritage is valued.

All exterior doors are kept secure and staff make sure they know the identity of any callers before allowing access to the nursery. Children also have some opportunities to learn how to keep themselves safe. They know how to respond swiftly during a fire drill as these are regularly practised and discussed. However, their understanding of safety is compromised as staff do not ensure that all hazards are fully minimised. Hot liquids at mealtimes had not been recognised as potentially harmful and this places children at risk of injury. Children behave well. They know the rules of the nursery and understand that these are in place for their own well-being. For example, they know not to run indoors as they might slip. Children play together harmoniously and display good behaviour. They take part in 'tidy up time', putting away toys with little prompting. They receive encouragement and praise from staff throughout the day which effectively builds self-esteem and promotes emotional security. Any unwanted actions are dealt with calmly.

Children's good health is generally well-promoted through sensible routines and a commitment to a healthy lifestyle. Active play is effectively encouraged both indoors and out, as children enjoy music sessions indoors and develop their physical skills as they build with large boxes and construction toys in the designated construction room. They have daily access to the outside areas, where they enjoy the challenge of the climbing wall and other equipment. Outings in the local area also provide opportunities to enjoy the fresh air. Children are provided with a range of nutritious meals, such as tuna pasta bake, which are all prepared on the premises. Drinks of water are available throughout the day.

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

This inspection was prioritised following concerns being raised about the nursery's risk assessment procedures and staff's training and understanding of first aid. The inspection found that the nursery had failed to risk assess the potential for harm when serving hot food and an accident had occurred where a child received a burn. The nursery has taken steps to ensure that this does not happen again and a new risk assessment is now in place which ensures food does not leave the kitchen until it is sufficiently cooled. However, this was not implemented prior to the incident and staff failed to recognise the

hazard. These significant weaknesses in practice are breaches in the requirements of the Statutory framework for the Early Years Foundation Stage as there was no clear and well-understood policy and procedure for assessing such risks to children's safety. This also breaches the requirements of the Childcare Register. Additionally, this inspection found that staff deployment is not effectively meeting the needs of children as some staff have recently changed roles within the nursery and are attempting to undertake management tasks alongside supervising junior staff and caring for children. Consequently, the nursery is not running smoothly and children's care is compromised at times, such as mealtimes. The nursery did report the accident promptly and a suitable number of staff are appropriately qualified in first aid to meet the requirements relating to accident and injury.

The nursery seeks to ensure that all staff and volunteers are suitable to work with children. There is a policy in place to ensure that references are taken up and a Disclosure and Barring Service check is obtained. However, this could not be verified for all staff at the time of inspection. The disclosure numbers are stored electronically and the password to access these files was not known. This represents a breach in requirements. Staff are well-qualified and some of the team have been working at the setting for many years. However, there are two staff on absence leave and while the number of adults on the premises ensures that ratios are consistently met there has been disruption to the running of the nursery. At times, less confident staff are not as well-supported in the playrooms and routines, such as mealtimes, are not delivered as smoothly. There are times when staff are under pressure as they are trying to complete a number of activities, which increases the potential for mistakes to be made. All staff attend regular training and are all required to complete key courses, such as first aid and safeguarding at level 1. Staff recognise the signs and symptoms that may indicate abuse and are clear about how to follow any concerns up promptly. Their practice is underpinned by a full written policy, which also covers the use of mobile phones in the nursery.

The coordinators are extremely committed to their roles and are keen to continually improve the nursery for the benefit of children. They have been working in partnership with the local authority since coming into post and display a sound understanding of the changes needed to drive the nursery forward. Consequently, there is a positive atmosphere at the nursery and all staff are open to new ideas and keen to develop their own practice. Annual appraisals and regular supervision sessions are in place to ensure the on-going suitability of staff. The coordinators also encourage open communication by way of a daily 'walk the floor' exercise, where they take a few minutes every morning to discuss any issues with each member of staff and ask set questions to ensure that any concerns around practice or individual children can be raised. Staff appreciate this approach and recognise the value of taking this time to reflect on their practice and address any concerns.

Staff build positive relationships with parents and chat to them on a daily basis about their child's achievements and well-being. They get to know parents well and seek to support them. For instance, they find out about any significant events at home and support children well as they welcome new siblings into the family, or deal with bereavement issues. This approach enables staff to support families and children more effectively as they take account of issues that may impact on daily life. Noticeboards around the nursery provide parents with additional information about childcare issues and about the Early

Years Foundation Stage in particular. This helps parents to support and develop their children's learning at home. Key policies and procedures are shared with parents, ensuring that they are aware of the standards to which the nursery operates and providing details of how to make a complaint if they need to. Parent comments show that they are very happy with the care provided. They rate the nursery positively and comment that their children 'really enjoy nursery'. The nursery also builds good links with other providers. Teachers at the local schools visit the children who will attend their provision and get to see them in the nursery. This enables them to see children in an environment that is familiar and comfortable to them and ensures that children know their new teacher prior to moving to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children receiving childcare are kept safe from harm (Compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (Voluntary part of the Childcare Register).

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	206251
Local authority	Derbyshire
Inspection number	951103
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	37
Name of provider	Good News Family Care Homes
Date of previous inspection	18/04/2011
Telephone number	01298 24761

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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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