

Good News Family Care (Homes) Ltd

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

Inspection date	04/07/2014
Previous inspection date	22/01/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Staff are skilled in identifying and successfully minimising potential risks. Their knowledge of the signs of abuse and awareness of their responsibilities to protect children, ensures that children in their care are fully safeguarded.
- Teaching is good and this results in children making good, continual progress with their learning in all areas.
- Staff have created very positive partnerships with parents. Consequently, children are supported in their learning and development, both at home and in the setting.
- Children's social and emotional needs are met very well by staff. This is initially addressed with a well-planned settling-in procedure. Relationships are very good and this fosters a sense of belonging and ensures that children are confident learners.

It is not yet outstanding because

- The good systems in place for monitoring individual children's progress have yet to be extended and refined by, for example, tracking the progress of specific groups of children, so that trends and gaps in relation to specific groups of children can be identified and addressed.
- Occasionally, children's social and independence skills are not always fully supported at mealtimes.

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 toured the premises.
- The inspector observed practice and interaction between staff and children during play and at mealtime.
- The inspector looked at various documents, including policies and procedures, children's records, evidence of the suitability of staff and safeguarding procedures.
- The inspector spoke with the manager and staff at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the managers.
- The inspector took account of the views of parents and carers.

Inspector

Ruth Hudson

Full report

Information about the setting

Good News Family Care (Homes) Ltd registered in 1995 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a house in Buxton, Derbyshire and is managed by Good News Family Care and forms part of their Ministry and outreach to the community. 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, except for bank holidays, a week at Christmas and two weeks during August. Children attend for a variety of sessions. Children are cared for across four rooms and have access to an enclosed outdoor play area. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications, including one with Qualified Teacher Status, one at level 6, one at level 5, one at level 4, five at level 3 and one at level 2. There are currently 36 children 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. It supports children with special educational needs and/or disabilities and children who speak English is an additional language. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- refine further the already good tracking systems in place for monitoring the progress of individual children, to include specific groups of children, so that any trends or gaps in learning can be identified and addressed swiftly
- enhance children's good social and independence skills at mealtimes, for example, by ensuring that there are enough jugs available for children to pour their own drinks without having to wait for long periods and by staff sitting at the tables with children.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage. They are knowledgeable about how young children learn. As a result, their teaching is consistently good and effective. Staff work closely with parents when children first start at the nursery to find out what children can do. This enables them to plan a range of activities that meet children's needs and follow their interests from their first visit. Staff spend time observing what children can do and assessing this information. They work with parents sharing their observations to enable them to identify and agree children's next steps in learning. These observations and assessments of children lead to planning that is tailored to the individual

needs and interests of all children. As a result, all children make good progress and are fully equipped with a range of skills in readiness for their next steps in education. Children's development records, including a range of observations, assessments and examples of children's work, provide a clear picture of how children's learning is improving and developing over time. Staff complete all required progress checks and assessments and share these effectively with parents. As a result, parents are fully aware of their child's development and their next steps in development. This information is used well by staff in order to gain appropriate support at an early stage. Consequently, children are helped to make good progress in all areas of learning and development. Children with special educational needs and/or disabilities receive timely interventions because staff can easily identify any support they may require. This also ensures that children are well prepared for their next steps in education.

Staff's interactions and teaching techniques are good and show their understanding of how to truly engage and capture all children's interests. They provide experiences, with strong emphasis placed on developing children's communication and language skills. Children have excellent opportunities to explore and investigate the environment. As very young children explore the sand, staff ask them what they think will happen if they scoop sand into containers with holes in the bottom. They allow children to investigate before modelling the answers to the child, supporting their emerging language skills. Staff also support young children to develop their mathematical skills very well. For example, they talk to children about capacity as they play in the sand and include counting in everyday activities. Staff talk to all children about what they are doing, modelling language and supporting children to learn new vocabulary. As a result, all children, including those who speak English as an additional language, are making good progress. Cosy areas are available for both the younger and older children to sit and snuggle and enjoy sharing books and stories. Children have the opportunity to access the outdoor play space during the day and can choose from a wide variety of activities and resources that are safe and meet their development needs very well. Staff consistently offer good support to motivate children to get involved and learn. For example, they provide children with laminated instructions for an activity, as children follow the instructions staff ask what comes next and what they think will happen. Children eagerly follow the instruction sheets and are given time to work out the answers to the questions. As a result, children develop a good understanding that print carries meaning and the sequence of events. They encourage children to play and explore, providing a wide range of stimulating open-ended resources that reflect children's interests and excite their imaginations. Children are supported to become active learners because staff have a good knowledge of what interests them and are able to successfully arouse their curiosity.

Partnerships with parents are well promoted because staff actively encourage them to be involved in their child's learning. Children's progress and development is effectively shared with parents on a daily basis. For example, staff share information with parents at the end of each session and at regular progress meetings. They offer suggestions of how parents can support their child's learning further in the home environment. Parents are very complimentary about the nursery and the impact it has had on their child's good progress. These partnerships with parents and other early years providers are highly effective in ensuring consistency of care and learning.

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

The role of the key person is implemented effectively in the nursery, ensuring every child's care is tailored to their individual needs. Staff spend time getting to know children and their families well. They gather good detailed information from parents, to support children's emotional well-being. Staff use this information and their flexible settling-in procedure to help ensure children form secure emotional attachments with their key person. Staff demonstrate a caring, loving and nurturing nature, as they warmly interact with children. Resources are stored at age-appropriate heights and the enabling environment promotes children's independence in their self-chosen tasks.

There is a good focus on physical activities and this enables all children to develop very good control of their bodies. Children are encouraged to pour their own drinks and are offered a range of healthy and nutritious options. This gives children the opportunity to try new tastes and is varied to encourage children to be interested in what they eat. Mealtimes are sociable occasions and staff use this time effectively to talk about healthy food choices. However, on occasions, there are not enough jugs to allow children to pour their drinks without waiting and although, staff get down to children's level to involve them in conversation, they are not sitting with children to enhance this social experience. Staff are vigilant in promoting very good hygiene as a matter of course in their daily routines. Good hand washing and nappy changing procedures are followed and staff ensure that efficient hygiene practices keep children safe and healthy.

Children's behaviour is generally good because staff are positive role models and encourage children to share and take turns as they play alongside others. Any instances of inappropriate behaviour are swiftly and effectively dealt with in line with the nurseries policies. Staff give children regular praise during play to boost their self-esteem. As a result, the nursery is full of happy and settled children. They work together to tidy toys away keeping themselves and their environment safe. Staff allow children the opportunity to take calculated risks. For example, as very young children use the climbing wall staff are close by offering encouragement and support, reminding them to be careful but enabling them to climb within their developmental limits. Staff understand the importance of children learning through active play and talk about the safety implications of activities. Children are taught about road safety when out in the community. As a result, children are developing very good levels of safety understanding, confidence and self-esteem. These opportunities help children develop the emotional and practical skills they need for the future and learn how to keep themselves safe from harm. Their move on to school is supported well because nursery has very strong links with the local school and staff from the school visit the nursery to observe and meet children. Staff take children on visits to school in the term before they start so children will be familiar with their new surroundings. Information is shared appropriately to ensure children's learning is not disrupted when they move on to the next stage in their learning.

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

The manager ensures safeguarding is given high priority and all staff working in the nursery are fully aware of their responsibilities to protect children from abuse and neglect. The nursery has robust procedures for recruitment, vetting and induction to assess the suitability of staff working with children. All staff attend regular safeguarding training and hold a first-aid certificate. All documentation related to safeguarding and welfare requirements is completed to a high standard to support the safe and effective running of the nursery. Comprehensive policies and procedures to promote children's health, safety and welfare are fully in place and are effectively implemented. For example, robust risk assessments of the premises and resources are in place. All accidents in the nursery are regularly monitored, enabling staff to act quickly to collate and analyse information and minimise further accidents. As a result, children are kept safe.

The management team effectively monitors the educational programmes. They continue to monitor provision within the nursery and ensure that staff are deployed effectively, according to qualifications and experience with specific age groups of children. As a result, they have a good understanding of the requirements to effectively monitor all children's skills, abilities and progress. Consequently, children's care and learning needs are well addressed. The setting supports children who have special educational needs and/or disabilities. Interventions are sought at the early stages to identify any individual falling behind their peers or below their expected achievements. This results in children's needs being met effectively and relevant support services being involved. However, there is scope to refine further the already good tracking systems for individual children already in place, to monitor the progress of specific groups of children. This is so that any gaps in learning relevant to specific groups of children can be identified and addressed in a timely manner.

The management team has worked with staff and the local authority to reflect on the progress of the nursery, and has produced a series of action plans for further development of the nursery. A clear progression can be seen in these plans. Staff seek and welcome the opinions of parents in order to improve practice. Parents comment positively on the nursery and they are very happy with the progress their children are making. Good procedures for monitoring, supervision meetings and appraisals are in place and effective. The information obtained from parents on their child's individual care and learning is comprehensive and communication between staff and parents is good. This ensures that they work very well together to meet all children's different needs. Staff ensure that links with other early years providers are strong, in order to ensure a fully cohesive approach to each child's care and learning. Children who require the involvement of external professionals are supported by staff at the highest level because of their very good understanding of the importance of partnership working. Good relationships with the school ensure that children's journeys into school are seamless.

The nursery management team and staff have made significant improvements since the last inspection. They have received one monitoring visit and have accessed support from the local authority. As a result, the nursery management team has now implemented a clear policy and procedure for assessing risks to children's safety, particularly when serving food, staff's practice now monitored and they have a good understanding of how to minimise and remove hazards. With support from the local authority they have raised

the quality of teaching and reviewed the deployment of staff. As a result, all children are happily engaged in activities and motivated to learn. The management team have reviewed systems for storing records. Consequently, records are now easily accessible and available to those that have a right or professional need to see them; this includes information about the vetting processes that have been completed on staff to ensure their suitability to work with children. All of this demonstrates a culture of continuous improvement. As a result of the actions taken to address the areas for improvement, the nursery is now also complying with the requirements of the Childcare Register.

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	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	966516
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	36
Name of provider	Good News Family Care Homes
Date of previous inspection	22/01/2014
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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