

Good News Family Care (Homes) Ltd

Inspection report for early years provision

Unique Reference Number	206251
Inspection date	07 November 2007
Inspector	Elaine Poulton
Setting Address	Charis House, Hardwick Square East, Buxton, Derbyshire, SK17 6PT
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Registered person	Good News Family Care Homes
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The Good News Family Care Nursery has been registered since 1995. It operates from a property close to Buxton town centre. The setting is registered for a maximum of 48 children under 8 years. There are currently 37 children on roll aged between three months and five years. Of these there are 16 children in receipt of Nursery Funded Education.

With the exception of Bank Holidays, Christmas and two weeks in August, the provision is open Monday to Friday 08:00 to 18:00. Children attend for a variety of sessions. There is a before and after school provision for children under eight years. The nursery supports children with learning difficulties and/or disabilities.

There are ten staff employed to work directly with the children. Five staff including the manager hold an appropriate early years qualification to Level 3 and a further three staff hold a Level 2 early years qualification. The provision 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 teaching.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are learning about good hygiene practices through daily routines such as hand washing before eating and after using the bathroom. Babies and toddlers are becoming familiar with hygiene routines when having their nappies changed, whilst having their faces and hands wiped over and after creative and messy play. Staff follow hygiene procedures during nappy change ensuring that they wear plastic aprons and wipe changing mats over after every use. This helps prevent cross-contamination and the spread of infection.

Children's health care needs are well supported with policies and procedures which are fully shared with parents. For example, through records such as the administration of prescribed medication and the written consent form for emergency medical treatment or advice. Parents are informed should their child become sick or poorly whilst attending the nursery or be involved in an accident. Staff ensure that they follow appropriate procedures for caring for sick children until their parent arrives. They make sure bedding is provided for individual children at nap time and that resources, toys and equipment are cleaned regularly. These steps help to minimise any risk of cross-infection and promote children's good health.

Children benefit from a healthy diet and enjoy freshly prepared meals and nutritious snacks throughout the day. Staff work in partnership with parents and share information to meet individual children's dietary needs. Menus are varied and planned in advance by the cook and manager to ensure that they comply with any special dietary requirement. Meal times are a social time where all nursery children join together in the main hall to eat their lunch and snacks. Menus are available on the notice board to enable parents and children to make healthy meal choices together. Children have a varied choice of fresh fruit such as slices of apple, pear, and banana at snack times. Staff are very attentive to the needs of babies and younger children and a varied choice of drinks are offered during the session. Older children know they can ask for a drink of water when they are thirsty. This means that all children enjoy a range of healthy and nutritious meals, drinks and snacks in the nursery.

Older children have a good awareness of space, move around safely and use a wide range of small and large equipment with growing confidence. For example, scissors and sticky-back plastic dispensers, and cars, bikes and pushchairs. Daily routines and planned activities ensure a good balance of energetic play and opportunities for children and babies to rest. Babies' naps are monitored and older children can also have a rest or take part in quiet activities after lunch if they choose. For example, playing with jigsaw puzzles, sand, constructing with bricks, or sitting with staff reading stories. Babies have room to practise rolling over, crawling, standing and walking. They are encouraged to reach out and 'grab and grasp' and move towards toys and equipment. All children enjoy physical play and are developing a positive approach to this through regular opportunities for active indoor and outdoor play. This helps promote a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

There are effective procedures in place for the safe arrival and collection of children. Security is good with staff being vigilant with external exits, ensuring that all visitors to the nursery are greeted by a member of staff. Visitors are asked to show their identity cards and to sign the

visitors book. Children are kept safe through a range of written policies and procedures that are understood and followed consistently by staff. For example, the setting has recently introduced a 'microwave policy' to ensure appropriate safety procedures are followed when heating food and drinks. This means that children are kept safe and secure whilst attending the nursery.

Children are able to choose from a varied range of toys and games that promote their all round development well. Risk assessments are ongoing and are completed on activities together with safety checks for indoor and outdoor resources. For example, daily routine safety checks on equipment results in broken, damaged or irreparable toys being thrown away. Resources in most playrooms are organised on low units and in clear plastic storage boxes that are labelled. This means children have free choice and make decisions about their play.

Children are encouraged to take part in activities that heighten their awareness of safety. For example, through planned discussions, themes and topics such as 'People who help us'. Fire evacuation procedures are displayed throughout the setting and emergency evacuations are practised regularly with the children. This means they are learning to keep themselves safe by leaving the building quickly and calmly.

Children are protected from harm because most staff have a sound knowledge of child protection issues. There is a written child protection policy which is available to share with parents. Staff are aware of whom to contact and the procedures to follow should they have a concern about a child. However, the written policy does not clearly define roles and responsibilities should there be an allegation made against a member of staff or volunteer. This potentially compromises children's safety.

Helping children achieve well and enjoy what they do

The provision is good.

The care, learning and play experiences for children in the nursery are good. Staff have a sound knowledge of the 'Birth to three matters' framework and this has been implemented to offer a range of experiences for the younger children. Planned activities link successfully to the development framework. This means activities are appropriate to the individual child's stage of development.

Babies are well supported through the consistent attention given to them by their key person. They respond well to the staff's smiles and praise during play, routines and meal times. Their nap times and daily routines closely mirror those at home and a 'daily diary' is completed for each child's activities, food, sleep and nappy change routine so that parents are kept fully informed.

Babies and younger children are happy and content. They settle quickly on arrival and are introduced to a wide range of activities and play opportunities. Babies take part in a good variety of stimulating sensory play activities and are helped to make creative connections. They investigate a range of different textures. For example, by exploring how paint feels between their fingers, wet and dry sand and corn flour mixed with water. They explore a range of appropriate toys. They are intrigued by the different noises and sounds the brightly coloured resources make. Younger children's independence is promoted through a variety of planned opportunities. They are involved in a wide range of enjoyable activities to develop their imagination, language and creative development. Staff work directly with the children and give

them support and direction. For example, with table top games and floor games. This in turn promotes a competent learner, a skilful communicator, a healthy child and strong child.

Children are encouraged to be interested in their environment and the world around them. They participate in exploring the local and surrounding countryside. 'Earth Walks' are planned whereby children talk about nature and what they expect to find, and then visit places of interest to explore and investigate. For example, Solomon's Temple. They watch mini-beasts such as slugs and snails and are fascinated by ant farms. This means that all children are learning by taking part in the first hand experiences promoted in the setting.

All children benefit from warm relationships with staff who are genuinely interested in what they say and do and give them lots of praise and encouragement. This helps children to feel valued and appreciated.

Nursery Education.

The quality of teaching and learning for children in receipt of nursery education funding is good. There is an experienced and well-organised staff team who have developed their knowledge and understanding of the Foundation Stage well. Staff plan and provide a consistent and varied range of activities under each of the six areas of learning, so that all aspects are covered. Assessments are in place and inform planning to ensure all children are moved on to their next steps in learning.

Staff maintain children's curiosity and interest and spend their time working directly with them. Most methods used to question children's understanding and learning are effective. Most activities are resourced well and are extended to benefit children's learning experiences. Organisation of small group time encourages children to build their concentration skills. Adult-led activities are explained clearly to the children and are well promoted through imaginative and fun activities. Staff have high expectations of children's behaviour, consequently, this results in children having a positive attitude towards their learning.

Children are interested in their free play. They are building good relationships with staff and peers and approach any activity with enthusiasm. Children's independence skills are growing and they can make their own way to the toilet, pour out their own drinks at snack time and occasionally serve themselves at lunch time. Most put on their own outdoor coats but some need support with small fastenings and zips. Children are given a 'five minute warning' before a change of activity and are encouraged to help tidy activities and resources away after use. They often do this without being reminded. This means they are assuming responsibility for managing and initiating routine tasks on their own.

Older children speak clearly in their small groups and listen intently to stories. They are not always helped to develop their language for thinking. For example, during story time children are not always asked to think about what happens next. They know a book has a title and an author. Younger children practise mark-making skills with different materials and resources. For example, children cut out pictures to use and write words when making a recipe card for fruit cake. Older children can copy from their name card and some children are beginning to write their own name independently.

Children are beginning to understand and use numbers. They use number rhymes and songs to develop an understanding of addition and subtraction. They count meaningfully from ten to zero. For example, whilst counting down ready for rocket blast off. They are gaining awareness of mathematical concepts. For example, they sort and use mathematical language such as

'match' and 'sort' during a game of dominoes and 'build a beetle'. Children weigh out ingredients for cakes and write numbers for an advent calendar. They talk about patterns and investigate different shapes and then re-create them. For example, making a spiders web by spinning wool.

Children are developing a keen awareness of the world around them. They are exploring concepts such as dark and light and night and day. However, not all planned first hand experiences are fully extended to help develop children's learning. Children take part in activities that celebrate their own and other people's cultures, religions and beliefs. For example, through themes such as 'People who help us' they are helped to develop an understanding of other people's life styles. They explore and investigate living and growing things. For example, they talk about the life cycle of a butterfly, they discover the changes a butterfly goes through and they delight in raising butterflies and then letting them go free. Children have ample opportunities to use a range of battery operated resources and programmable toys.

Children have a good range of resources available to develop their physical skills. They take regular walks to explore their local community. They have daily use of the secure outdoor play area where they make good use of the equipment. This outdoor play provides them with fun and physical challenges to develop their climbing, pedalling and balancing skills. They move freely inside and have a good sense of the space around them.

Children participate well in their own imaginative games and activities. They access a wide range of equipment that allows them to be creative. Older children work well together with small world construction following instructions, diagrams and pictures on the box. They are active participants in music and movement sessions and take great pleasure in being fireworks, 'sparkling, flashing, glittering, whooshing and banging in the dark sky'. They have access to a 'small digging plot' in the outside play area where they tend and grow plants.

Helping children make a positive contribution

The provision is good.

Staff have a good understanding of equal opportunities and use this to introduce activities to interest children in different people's cultures and family life-styles. There are good procedures to ensure that children have meaningful opportunities to learn about different beliefs to their own. For example, they enjoy listening to different types of music and popular traditional stories from around the world. Posters and pictures throughout the setting promote equal opportunities in a positive way. Children are learning about their local community and the wider world around them through discussions and planned activities. For example, children help to fundraise for a Children's Home in Peru and for the 'street children' in Brazil. They are becoming aware that it is 'for children who do not have as much as we do'. Children's spiritual, moral, social and cultural development is fostered.

There are good systems in place to support children with learning difficulties and/or disabilities. Staff work closely with parents and other professionals to ensure all children are included. There is a good level of support from the special needs coordinators to ensure that all children receive suitable attention so that their individual needs are effectively met.

Children are polite and well mannered, particularly when engaged in small group activities and circle time. They are building good relationships with peers and staff. Staff have a positive approach to behaviour management and encourage children to play alongside one another, sharing both space and toys, to listen and respect one another and to be kind and considerate. For example, they say grace at meal time and 'give thanks' for the food they eat. Children are

actively encouraged to participate at tidy up time and are consistently praised and often rewarded with 'stickers' for being well behaved or for helping out. This in turn promotes and reinforces good behaviour.

Parents are offered written information on policies, procedures and the main aspects of the care provided. All required details are obtained with regard to the child and daily discussions with parents and carers ensure any changes are noted. Information exchanges take place to report on younger children's daily routines and activities. This ensures they are involved and contribute to the quality of care their children receive.

Partnership with parents and carers of children in receipt of nursery funded education is good. Children benefit from this as staff work closely with parents and carers to ensure children's individual learning needs are met. Staff ensure that parents are kept fully informed about their child's progress towards the early learning goals. This means that parents are actively involved in their child's learning.

Organisation

The organisation is satisfactory.

The setting has appropriate vetting procedures in place for members of staff having direct contact with children. Students, trainees and volunteers are supervised by qualified members of staff during their placement but the systems used for induction and vetting are less robust. Staffing levels are well maintained and exceeded in some circumstances. Most staff employed in the setting hold an appropriate early years qualification and have experience of working with young children. Four staff members hold an appropriate first aid certificate. Staff at all levels are valued and respected for the skills and knowledge they bring to the setting. There is an effective key person system in place, which ensures that children are cared for by a consistent staff team. This means that the nursery provides a safe and friendly environment where children's general well-being is suitably promoted.

Staff have a sound knowledge of the 'Birth to three matters' framework and curriculum guidance for the Foundation Stage. They create learning opportunities and help children to develop their ideas. Staff plan an effective range of activities for all children in the nursery which are purposeful and fun. Children have ample opportunities to play and develop in a secure environment. Most play rooms are cosy and welcoming. However, space in the main hall is not always utilized effectively; and some resource boxes are stored in the main office where they are not easily accessible to children.

Most required documentation complies with any change in legislation. Written records are well maintained. For example, there are clear systems in place for recording accidents, medication and registers of daily attendance. Consequently, this means that children's welfare is suitably promoted.

The leadership and management is good. There is a supportive management structure and a focussed staff team who are committed to improving the quality of care and learning. There is a good commitment to staff development and training. Staff appraisals are carried out regularly to ensure individuals strengths and areas for professional development are identified. The systems for monitoring and evaluating how successful strategies are adopted and shared, are not fully effective. However, the nursery work closely with other professionals, such as the local authority early years unit and act upon advice given.

Overall children's needs are met.

Improvements since the last inspection

There were two recommendations from the last inspection: To ensure all children, particularly those in the baby rooms, have access to a range of toys and images that promote race, culture and disability; and to ensure there are sufficient toys and equipment in the baby rooms which challenge and stimulate the more able and older children.

The setting has introduced a range of resource, including posters that depict positive images of race, culture and disability. In addition a wide range of resources, such as books, toys and imaginative role play equipment has been introduced. This ensures children have access to a suitable range of resources in the nursery.

Nursery Education.

There were three area for improvement from the last inspection: To review planning so that it clearly indicates the aims and objectives of learning, and is evaluative and understood by all staff. Ensure the evaluation evidences where children are in their learning and how they will be moved on, and older and more able children are given greater challenges, both to their self-confidence and learning: to develop children's communication skills and vocabulary to enhance their language for thinking and their imaginations, and to provide greater opportunities for children to develop reading skills and increase their awareness of a sense of time and of other races and cultures.

The setting has reviewed planning to indicate learning intentions; long, medium and short term plans cover all the six areas of learning. Assessments and observations show how children's 'next steps' in learning are identified and children are moved on. There are good opportunities for children to develop their imaginations and self-confidence through a range of role play and planned activities. There are ample books available to stimulate children's imagination and develop their communication and emergent reading skills. Part of the area for improvement regarding their language for thinking is carried over to this report. Children are gaining an awareness of time and other races and cultures through well planned activities, art and craft work and discussions. This ensures that children are making suitable progress toward the early learning goals.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review and update both the written child protection policy in line with current legislation with particular regard to allegations made against members of staff; and the suitability and induction procedures for students, trainees and volunteer placements
- organise space in main play area to ensure toys and games are more easily accessible and to increase opportunities for children to self-select resources.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- extend activities and exploit resources to benefit children's first hand learning experiences; and provide increased opportunities for children to develop their language for thinking during story and small circle time
- continue to develop effective systems to monitor and evaluate how successful teaching strategies are shared and adopted by staff.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk