



## Good News Family Care

Inspection report for early years provision

<b>Unique Reference Number</b>	206252
<b>Inspection date</b>	06 February 2007
<b>Inspector</b>	Yvonne Layton
<b>Setting Address</b>	Good News Church, Old Road, Whaley Bridge, High Peak, Derbyshire, SK23 7LA
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<b>Registered person</b>	Good News Family Care
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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](http://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?

Good News Family Care was registered in 1994. It operates from the Good News Gospel Hall in Whaley Bridge, Derbyshire. A maximum of 16 children may attend the group at any one time. The provision is open each weekday during term time from 09:00 to 12:00 and 13:00 to 16:00. All children have access to a secure enclosed outdoor play area.

There are currently 53 children aged from one to five years on roll. Of these, 28 children receive funding for early education. The provision can accept three children each session between one and two years and welcomes their carers to stay with them. Children come from the local and surrounding area.

The provision employs nine members of staff. Of these, eight hold appropriate early years qualifications. The provision also supports work placement students who are working towards a qualification. The setting is supported by the local authority.

The provision is overseen by the Good News Church 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.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is well supported by the staff's positive hygiene practices. They consistently follow procedures such as wearing gloves for changing nappies and working to established routine for cleaning toys, equipment and resources.

The children are well used to the established routines which they undertake naturally. They are beginning to develop their personal hygiene as they are encouraged to wash their hands after using the toilet, before eating and after activities. They learn about personal care as staff consistently remind them about hand washing and nose wiping routines. Discussions and themes are undertaken and effective visual reminders, for example action pictures for hand washing are in the toilet and picture reminders to use tissues for nose wiping enhance children's awareness.

Children's health is protected as all required medication and accident documentation is in place and maintained. The required documentation is well-supported by detailed health and safety policies which are accessible to parents. Documentation includes procedures for an emergency situation ensuring children are protected.

Balanced and nutritious snacks ensure children are well nourished. Snacks always include fresh fruit. Children learn about healthy eating and living through planned themes and by spontaneous discussion with staff. Individual health and dietary needs are well met because practitioners work together with parents; all allergies are recorded.

Children's physical development and learning about their bodies is strongly supported through an effective programme which promotes challenge and assists in promoting children's health and emotional well-being. Opportunities to play outdoors, both free play and planned activities, are eagerly enjoyed. The children regularly enjoy themed activities including a 'fitness gym' with a small bouncing trampoline and balancing line. The theme was further developed to include the completion of individual physical skills assessments for each child, for example hopping and balancing.

Children are learning about their bodies by spontaneous experiments. During play outside on a sunny, frosty day they were asked to close their eyes, 'what did they feel?' Children responded 'warm with the sun'. 'Why could they see their breath?' 'It is cold.' This was followed with an exercise session and a discussion about what happened to their breath and body.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children benefit from a welcoming, clean and well-maintained environment where the rooms are decorated with posters, photographs and their own creative work. They have access to a wide range of appropriate toys and equipment that meet their developmental needs well. The staff monitor and keep records of the maintenance of play materials, equipment and resources to ensure they are safe and clean for the children to use.

Children are cared for in a setting where risks are identified and minimised and all reasonable steps are taken to ensure they are cared for in a secure environment. They are protected by the effective security of the premises both indoors and outside. Comprehensive safety policies, procedures, such as a password system for the collection of children, and risk assessments, which staff adhere to well, ensure children remain safe. Suitable fire evacuation procedures, fire drill practices and subsequent evaluations ensure children develop an understanding of the need for fire safety and are kept safe.

Children's welfare is protected as the staff have a sound knowledge and understanding of their responsibilities with regard to child protection procedures. All the staff have attended training. The written statement relating to the child protection policies and procedures is made available for parents.

## **Helping children achieve well and enjoy what they do**

The provision is good.

All of the children who attend the provision are settled. They have a warm, secure and caring relationship with the staff. The children are confident and keen to access the range of play activities. They develop appropriate socialisation skills as they look out for each other, support and assist each other. The provision is focused on developing the whole child; individual learning and growth is well supported. Staff are enthusiastic and activities are undertaken with a sense of fun. Children are encouraged to experience activities that stimulate the senses, for example trays with shaving foam and tea to explore texture and smell.

The mix of focussed planned activities, for example group time, themed activities and free choice play ensures children develop independence as well as becoming used to routines and working together. During group time the children readily join in, are able to recall previous experiences and relate personal stories. Children become independent as they choose to access the activities themselves, are encouraged to help to tidy away and put on their own coats. However, children's independence and self-esteem is not fully promoted during snack.

Staff promote learning well through supporting children when required and their expert practice of knowing when to stand back and let children develop their own ideas, such as with creative and role play. Children's developmental progress is noted by planned and spontaneous observations throughout the session.

Assessments and activities for younger children are based on 'Birth to three matters'. Children aged under three have access to all activities and are appropriately encouraged to participate

in them. They develop social skills by the good mix of interaction with the older children and independence with time for own age group play and activities. Within the mixed age groups there is good differentiation to ensure individual needs are met. They are stimulated and appropriately challenged by staff that encourage children to think and work things out for themselves.

#### Nursery Education.

The quality of teaching and learning is good. Children make good progress towards the early learning goals as staff have a very good understanding of the Foundation Stage and ensure that all areas of learning are covered within activities and over a period of time. Staff demonstrate they know which aspect of learning the activities are related to and record children's achievements on an ongoing basis. Detailed, workable planning is in place, which is child initiated, focuses on learning through play and is linked between each area of learning. All this ensures the children are purposefully occupied.

Assessments record children's achievements and future learning. Evidence is obtained and recorded using focussed, planned and free play activities. This evidence of what children can do is used to progress children's learning. However, records of individual children's progress and how they will be moved on to the next stage are not always clear. The provision has identified this as an area they wish to develop to enhance children's opportunity for learning.

Children are challenged by staff who use open ended questions to develop potential effectively during such activities. Questions such as 'what do we wear in cold weather?' ('Wellington boots.') 'Why do you need them?' 'What happens if you do not put on socks? Children are very responsive and are able to reason, readily question and challenge. They have a positive approach to new experiences and can use thought processes as they explore and investigate.

Children are generally well behaved. They are motivated and animated in their play. They relate well to their peers, staff and visitors, demonstrating confident personalities. Overall children's independence is supported both through routine and by planned focussed activities, however the snack time routine does not facilitate self independence. Children are good communicators and are developing good recall as they listen to rhymes and stories. They respond eagerly to staff questions. Books are freely available and a love of books is developed through planned and spontaneous story time. Children have access to a range of mark making resources such as 'wipe off boards' and an easel. Their learning is enhanced as letter and mathematical concepts are used within other activities, for example in a shaving foam activity the children are encouraged to make letters and consider the length of lines they make. Some children form recognisable letters and can write their name competently. They learn new words due to the consistent staff interaction as they play and discuss spontaneous topics.

Children have a sound understanding of mathematics. The environment is number rich. They spontaneously use their knowledge effectively during play. This includes language for calculating during sand, pasta and water play. Children learn about patterns through a creative activity of printing animal markings and develop an awareness of size by using different sized spoons in a soup making activity.

Children are developing an awareness of the needs of others, for example they support and help each other and point out others misdemeanours. The natural world is beginning to be understood as they enjoy the varied topics presented by staff such as the life of a butterfly. This is extended by visitors to the group such as a mini zoo and visits to local amenities to explore the natural world. Children's technology skills are enhanced as they have planned and free access to a computer. They also are well supported and are able to use a film and digital camera.

Children are gaining a strong sense of belonging as opportunities for learning about their community and wider world are extensive. Children learn about their local area including visits to the shops and vet. They are involved in local community activities such as the well dressing celebrations. They learn about people by visits to an aged person's home and by visitors to the group such as the police and health visitors.

Children's learning about the wider world is fully supported. Planned activities, themes, displays and discussions are undertaken and include many other religious and cultural festivals. Children are actively involved in the activities for the twin town in Poland and the sponsorship of children in Africa.

Children's physical development is strongly promoted through a balanced programme of activities. Children's fine manipulative skills are significantly enhanced through the use of a range of small resources, such as using scissors during craft activities. As well as planned outdoor activities, free play sessions provide opportunities to run freely, balance, peddle wheeled toys, catch and throw and kick balls, all of which children enthusiastically engage in and are fully supported to develop their potential.

Children have a wide range of opportunity to explore different media and materials. They are developing their skills as they name, recognise colour and enjoy a good mix of adult-led and free creative activities. Whilst adults are there to support the children, free expression is encouraged; children readily make their own decisions and create their own designs. They have opportunities to develop their creative experiences as they have access to a range of role play and activities on a free choice and planned basis. Planned drama sessions such as 'A Bear Hunt' develop their imaginations. The enjoyment of music and singing is encouraged by the variety of music available including singing time, tapes and musical instruments.

### **Helping children make a positive contribution**

The provision is good.

The staff have a good awareness of children's needs and they are respected as individuals. Their ideas and choices are valued. Equipment and resources meet the needs of children and there are a wide variety of resources that reflect diversity. The group philosophy is focussed on Christian beliefs and includes 'Worship time' and the saying of grace as part of the day's routine. Children's awareness of the world is enhanced by planned activities and discussions of international festivals and celebrations and by the display of positive image posters and resources.

Although there are no children currently attending the setting who have special needs a comprehensive policy is in place regarding children with learning disabilities or difficulties which details how the service will be provided to children. This is supported by the staff's clear understanding of providing care which includes them in the life of the setting through discussing their needs with parents.

Children are beginning to learn about what is acceptable behaviour and respecting each other. They are settled and are confident in the setting. Children respond to the firm reminders and consistent expectations of the staff to care for each other, play harmoniously together and share. They are beginning to understand the reasons for the rules and respond well to established routines such as the 'five minute warning' egg timer before snack and group sessions and helping to tidy up. The use of praise, encouragement and positive reinforcement contributes effectively to the children developing good social skills and a sense of belonging to a wider family group.

Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. All parents and carers receive detailed information about the services provided and how their child will be cared for. They receive an information booklet which includes a synopsis of policies and access to a comprehensive portfolio of policies and procedures. Information regarding activities the children have been engaged in is provided verbally and is on display in the room. This is supported by a staff and parent feedback form. The ongoing sharing of information ensures continuity of care and any changes to children's circumstances can be addressed immediately. There is a notice board and parents receive a newsletter which includes appropriate information about the children's day and activities. Parents and carers have the opportunity to join in the sessions to further engage in their child's learning. This is an area which the provision is keen to promote.

The partnership with parents and carers of funded children is good. They are well informed about the Foundation Stage for Nursery Education including access to an information box with related magazines. Parents are welcome in the setting and they are kept well informed about their child's progress and themes to be undertaken. Each child has their own development file which parents have access to and are actively encouraged to participate in monitoring their child's progress. Children's learning is further promoted by parents and carers being invited to be involved in home activities through the newsletter. A formal progress report is provided at the end of each term supported by ongoing regular discussions.

## **Organisation**

The organisation is good.

Overall, the provision meets the needs of the range of children for whom it provides. The provision is successful at making sure that the outcomes for children are positive. The childcare practice is sound, well supported by the management and clear staff procedures. Staff meetings and a positive attitude to training ensure that children receive care from suitable adults. The three and four-year-olds are making good progress towards the early learning goals.

Children are in the care of qualified, experienced staff that support them well to ensure they are happy and settled in the provision. Staff are deployed well within the setting and they move around to ensure all children are included. Continuity of children's care is enhanced by the appropriate organisation of the management, staff and the good use of the premises.

Leadership and management for nursery education is good. The managers and staff recognise the provision's strengths and weaknesses and there is a commitment to address areas for improvement. Staff have opportunities to develop their skills by accessing relevant training.

The welfare, care and learning of the children is promoted through the maintenance of records, policies and procedures which are required for the efficient and safe management of the provision. However, to fully protect children's well-being some further development of staff procedures is required. Documents are stored securely and safely in order to ensure children's privacy.

### **Improvements since the last inspection**

At the last inspection recommendations were raised in relation to; ensuring the child protection statement was up to date and to review the practice of presenting food to children.

Children's welfare is supported as the child protection procedures contain appropriate detail and information. Staff are clear regarding their role and responsibility.

Children's well-being is enhanced as snack is a social occasion with good interactions between staff and children. Hygiene is promoted and children are clear regarding routine and expectations. They have use of plastic plates and age-appropriate cups and beakers.

At the previous education inspection the setting agreed to continue to develop the present system of assessment of progress to include contributions from parents. They agreed to older and more able children taking more responsibility at snack time.

The provision has an ongoing commitment to the continued development of assessment records that demonstrate children's progress. Parents are invited to contribute to their children's learning as there are details of themes and focussed activities on display. Through a regular newsletter parents are given information and ideas about activities to support their child's learning at home.

Older children's independence is enhanced by staff encouraging them to put on their own coats and take care of their own personal needs. Focussed activities are provided to develop independence such as baking and food preparation. Children, supported by staff, independently cut and prepare fruit and vegetables, make sandwiches and cakes. However, children's independence is not fully promoted at snack time and this is addressed at this inspection.

### **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):

- consider a review of the snack routine with regarding to promoting children's independence (also applies to Nursery Education)
- ensure procedures include staff suitability requirements

#### **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):

- continue to develop children's assessment records particularly with regards to clear identification of individual children's progress and how to help them move on to the next stage of learning.

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](http://www.ofsted.gov.uk)