

Good News Family Care

Inspection report for early years provision

Unique reference number 206252
Inspection date 28/09/2010
Inspector Rasmik Parmar

Setting address Good News Church, Old Road, Whaley Bridge, High Peak,
Derbyshire, SK23 7LA

Telephone number 01663 735467

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Good News Family Care was registered in 1994 and operates from the Good News Gospel Hall in Whalley Bridge, Derbyshire. It is open Monday to Thursday from 9am to 12pm and from 1pm to 4pm with lunch sessions from 12pm to 1pm. It is open on Friday from 9am to 12pm. The setting is open term time only.

Children mainly use one hall together with an outdoor play area and also have access to the church room for play when outdoor play is not permissible.

The setting is registered on the Early Years Register. A maximum of 16 children may attend at any one time. There are currently 34 children on roll all in the Early Years Foundation Stage. The setting provides care for children with special educational needs and/or disabilities.

There are 11 members on the staff team, all of whom are qualified to a minimum of National Vocational Qualification Level 3 in early years. Five members have a teaching qualification and one is a teaching assistant.

The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Well-developed knowledge of children's individual needs ensures that staff successfully promote all aspects of children's welfare and learning in a family style, mixed age group environment. Children are making good progress towards the early learning goals. They are safe and secure at all times and enjoy exploring the available resources both indoors and outdoors. Strong partnerships with parents and other providers help to build positive relationships. Staff have effective systems in place to monitor and evaluate the provision to support continuous improvement in the care provided for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve opportunities for children to independently access drinking water

The effectiveness of leadership and management of the early years provision

Staff work well as a team and are well organised. The setting is safe and secure due to thorough risk assessments and regular checks, which means that children can play freely and safely. Staff have a secure knowledge of how to safeguard

children and the procedures to follow if they have a concern about a child's welfare. Detailed policies and procedures support the smooth running of the setting. These include clear recruitment and vetting procedures to ensure that staff are suitable to work with children. Ongoing training helps ensure staff are clear about their roles and responsibilities and supports their continual development.

The setting has use of one large room which is very much child orientated and has a comprehensive variety of resources to meet the needs of all children, including those with special educational needs and/or disabilities. Equality is promoted well and children use a good range of multicultural resources. This helps them to learn about other cultures and beliefs and take part in planned topics and themes. They celebrate festivals, such as the Chinese New Year and Hanukah. Positive images of ethnicity, gender and disability are displayed throughout the setting.

There is a welcoming atmosphere and friendly exchanges are observed between staff, parents and carers. Information is exchanged regularly regarding children's current interests, developmental abilities and personal needs. Parents are given lots of information on how to extend their children's learning at home, and their views are frequently sought and their feedback is valued. Many parents and carers highly praise the setting for the quality of service that their children receive, having used it for siblings in the past. Parents actively use the information through the regular newsletters to keep up to date with events.

Partnerships with other early years providers is good; for example, transition arrangements with the local schools involve visits for children to meet teachers. Information is exchanged about children's progress and staff demonstrate how they effectively exchange information with other settings delivering the Early Years Foundation Stage. This ensures continuity and coherency in children's learning and development.

Staff have made positive improvements in developing the care and learning provided for children, including meeting all the recommendations from the last inspection. They monitor their practice and are confident in identifying areas for improvement to build on their strengths, as part of maintaining continuous improvement. There is a strong ambition within the staff team to develop better outcomes for children by constantly improving staff knowledge.

The quality and standards of the early years provision and outcomes for children

Staff have a good understanding of the learning and development and welfare requirements. Children make good progress in their learning in relation to their capabilities and starting points. Key persons obtain information from parents at the start of the child's time at the setting and observe them to find out what they know, can do and enjoy when they start. This forms the basis for an ongoing assessment. Observations are matched to the areas of learning, and the next step of learning for individual children is identified within the assessment to inform plans. The assessment profiles for all children are well presented and provide

parents with an informative record of their child's progress.

Staff develop good relationships with children through positively interacting with them and being involved in their play, which contributes to meeting their needs well. Effective teaching methods are used, such as asking children open-ended questions which challenge their thinking and support them in becoming active learners. Children have good opportunities to develop their early literacy skills, through mark-making activities, and share their interest in books and stories. They develop good skills for their future by eagerly extending their numeracy and their understanding of technology. They confidently use their initiative to solve problems through games, jigsaws and counting in daily routines. Their creative skills are regularly promoted through the use of their imagination. Staff have recognised children's special interests by displaying a chart of superheroes.

There is effective planning for play and exploration both inside and outdoors, with a balance of adult and child-led activities. Spontaneous events result in children being creative and active learners. This includes planning for all individuals to ensure that each child receives an enjoyable and challenging experience. Children are happy and they independently follow their own interests by accessing activities and experiences that cover all areas of learning. This results in them feeling safe and enjoying their time at the setting.

Children feel safe and are confident and know the daily routines well. They feel safe to play outdoors and take risks on the climbing frame knowing that an adult is nearby for support. They learn about keeping themselves safe during outings and they have been visited by the local community officers and police who have instilled confidence in them about authority.

Children's health and growing independence are supported well as they learn about the benefits of healthy eating because they are offered a balance of nutritious snacks. Although children are provided with milk or water for snack time, they have to ask a member of staff if they want drinking water throughout the day. This restricts children's independence and limits the amount of water they drink as part of maintaining a healthy body. Parents provide children with healthy packed lunch and children have been involved in cutting fruit for fruit salad and chopping vegetables for soup.

Children develop an interest for nature and grow herbs and flowers in wooden boxes in the outdoor area. They learn about the lifecycle of mini-beasts and observe caterpillars transforming into beautiful butterflies. Children delightfully learn about music and movement when actively playing musical instruments from around the world.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

