

# Healing Village Out of School Club/Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	258648
<b>Inspection date</b>	11 March 2008
<b>Inspector</b>	Josephine Ann Northend
<b>Setting Address</b>	Healing Village Methodist Church, Station Road, Healing, Grimsby, North East Lincs, DN41 7LX
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<b>Registered person</b>	Helen Catherine Donlan
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Healing Nursery is owned by a private provider and opened in 1975 and the Out of School Club provision was included in 2001. It operates from Healing Village Methodist Church Hall in the village of Healing. The group serves the local and wider communities.

There are currently 65 children on roll from the age of two to eight years. This includes 21 who receive funding for nursery education. The setting supports children with physical disabilities and learning difficulties.

The nursery and out of school club opens five days a week from 08.00 to 18.00 all year round. There are eight staff working with the children, six of the staff are qualified. Staff are also working towards further qualifications. The group receives support from The Early Years Development Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's physical development is supported well, with opportunities to play outdoors each day. Children enjoy the out of doors and use a range of appropriate resources including wheeled toys, slide and ball games. They also have opportunities to take part in creative and imaginative play outside. They explore with sand, dig in the soil and watch tadpoles grow. Children can rest or be active according to their individual needs and bedding is washed after each use. They are beginning to learn the importance of good hygiene through daily routines. Children are encouraged to wash their hands regularly before meals and snacks and after using the toilet, and understand why they need to do so. Staff set a good example as they use protective gloves and aprons during nappy change procedures. This prevents the spread of cross infection.

Good standards of cleanliness are maintained to ensure children are cared for in a warm, clean environment and the effective use of a sick children's policy prevents the risk of spreading infection. Parents are very aware of the policy in place. Procedures are in place for the recording of accidents and medication. First aid requirements are met and there is always a member of staff on duty and on outings with a first aid certificate.

Children begin to understand the benefits of a healthy diet through the promotion of healthy snacks. Staff are aware of and meet children's individual dietary needs. All children are offered fresh fruit each day. Drinks are available throughout the session and children bring a packed lunch that is stored appropriately, this ensures food remains fit to eat.

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

The provision is good.

Children are cared for in a clean and warm environment that is made welcoming through the displaying of their artwork and the layout of the room. There is a health and safety statement in place. Risk assessments are undertaken and risks are identified and minimised. Fire procedures are displayed and a drill is practised regularly with the children who understand the procedures. This means children's safety is promoted in the event of an emergency. Children also understand how to keep themselves safe on outings, for example, road safety is promoted when walking to and from school.

Children can independently access a good range of developmentally appropriate resources, which are well organised in child-height furniture. There are clear lost and uncollected child policies in place and the security of the premises is good. Visitors to the centre are monitored and a visitor book is maintained. This safeguards children's welfare.

The welfare of children is protected well. Staff have good understanding of their role and responsibilities under child protection and have completed relevant training. There are child protection policies and procedures in place which are shared with parents and staff.

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

The provision is good.

Children enjoy their time at the nursery, they arrive happy and settle well. Staff work closely with parents and there are clear settling in procedures in place. Children are making good

progress. Close and caring relationships with staff increase their sense of trust. They are beginning to develop positive relationships with each other. Communication skills with children are well supported through good adult to child interactions. Staff encourage children to talk about what they are doing and they sensitively support their language development.

Activities and play opportunities are purposeful and developmentally appropriate resulting in children being motivated and interested. Staff have a sound understanding of the 'Birth to three matters' framework and are using it well to plan an interesting and varied range of activities and for the assessment of children's progress. This means children's personal, social and intellectual development is well fostered and supported. Children's self esteem is developing as a result of the staff encouraging and praising them and valuing what they have to offer.

Children that attend at the beginning and end of the school day are integrated well into the setting. They have snack when they arrive after school and then settle quickly to their chosen activities. They are involved in the decision making, for example, as they choose what activities they wish to participate in and talk positively about what they like to do at the after school. A plan of the activities for the out of school is in place for school holidays and includes outings to local places of interest.

### Quality of Teaching

The quality of teaching and learning is good. Staff have a strong understanding of the early learning goals and how children learn. Clear planning and assessment of children's progress means children's individual learning needs are met well. Plans cover all six areas of learning, they show good differentiation for individual children and clearly show learning intentions. They are evaluated well in order to extend children's individual progress. Assessment records are clearly linked to the stepping stones, are completed regularly to ensure children's learning needs are fully identified and are used to guide staff's planning and teaching. There is a good balance of adult led and child initiated activities. Staff are well prepared for each session, this helps all children feel welcome and valued.

Children are happy and settled within the nursery. They concentrate well at self chosen activities. Children have good relationships with staff and with each other. They talk freely about their home life and significant events. Children are well behaved, they respond well to staff and learn to share and take turns. They are developing some understanding of other cultures and the local community through planned activities and visits out. However, they do not consistently learn about the days of the week or features of the weather. Children are developing good health and bodily awareness, for example, why they need to wash their hands. They have opportunities to develop their self-care skills, for example, they attempt to put on their own coats but this is not fully extended as children do not have opportunities to pour their own drinks and are not always encouraged to wipe their noses.

Children are developing good communication skills, they initiate conversations, speak clearly and talk about what they are doing. They link sounds to letters well, for example, as they spell out their own names. Children join in with familiar songs and rhymes and have access to musical instruments. They listen attentively during story time and predict what will happen next. Books are readily available and children handle them well. Mark making opportunities are available each day. Children can hold pencils correctly, forming recognisable letters and some can write their own names. However, they are not always encouraged to attempt to write their own names on their pictures.

Children are developing understanding of number, they can count reliably beyond ten and recognise many numerals. They are using some mathematical concepts in their daily routine. For example, they show spatial awareness when completing jigsaws, enjoy number rhymes and begin to use problem solving as they work out how many more spoonfuls of syrup they need when baking gingerbread men. Children can confidently recognise and name some shapes and use some mathematical language, for example, full and empty. They can recognise and name many colours and mix them to create other colours. Children use their imagination very well throughout the day within many aspects of their play. For example, as they use the bottom of the climbing frame as a den.

Children have opportunities to use their senses to explore and investigate a variety of materials. They care for tadpoles, explore leaves and learn about the care of a rabbit. They use programmable toys well and have access to a computer. Children also learn about static electricity and why their hair stands on end as a parachute is lowered. Children use a range of materials to construct, for example, they design and build three-dimensional structures with blocks. Children extend their large physical skills well through a variety of experiences. They climb well, use the slide and tricycles confidently, balance beams and run around freely outside. Children are developing a good sense of space as they sit together at snack time and ride their tricycles without banging into each other. They use a range of equipment and engage in activities requiring hand-eye coordination. For example, they cut with scissors and thread with laces. Children use their imagination well in their role play. They have regular access to musical instruments and use them rhythmically. Children confidently join in with familiar nursery and action rhymes, sometimes singing spontaneously in their play.

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

The provision is good.

Children are warmly welcomed and staff ensure resources are readily available. They learn about the local community as they take part in some outings within the local area and receive visitors to the setting. Planned activities are undertaken and a good range of resources are available reflecting other cultures and races. For example, children have celebrated Chinese New Year. This helps increase children's awareness of diversity and develop a positive attitude to others. The staff's understanding of each child's needs is used well to encourage a sense of security and belonging. There is a clear special needs statement in place and there is an identified special needs co-ordinator who has received relevant training. Children with learning difficulties are integrated well and all children are included in activities.

Children are generally well behaved and polite in response to the expectations of staff. There is a clear behaviour management policy in place which promotes the use of positive behaviour management strategies. Children are learning to share and take turns. Their understanding of right and wrong is increased through the gentle reminders they receive from staff. This means children's spiritual moral, social and cultural development is fostered.

Partnership with parents is good. Children benefit from the two way sharing of information about their needs and daily routines. Parents information is displayed on a notice board, they receive a newsletter regularly and have access to the setting's policies and procedures. Parents are involved in the initial assessment of their child within the Foundation Stage curriculum through meetings and discussion with the child's key worker. Parents kept updated through ongoing meetings with the key worker and also receive written feedback and a report at the end of the term. However, parents do not receive written information about the Foundation

Stage. They are encouraged to become involved in their child's learning at home, for example, as children take 'Barney the bear' home in turn and write about his adventures in his diary.

## **Organisation**

The organisation is good.

Space is laid out to support play opportunities for children, which contributes to them being happy and settled. Children are able to move around confidently and independently. They initiate their own play and learning well. Adult to child ratios are met and there is a key worker system in place. Staff are clear about their roles and responsibilities. There are robust staff recruitment and vetting procedures and clear induction procedures in place. This ensures children's welfare is safeguarded.

Most required documents are in place and are stored confidentially, however, although most of the named drivers documents are in place, evidence of her driving licence is not on file. Required policies and procedures are in place, they are shared well with staff and made available to parents to promote the welfare, care and learning of the children.

The leadership and management of the nursery education is good and promotes the children's learning. The manager is enthusiastic and a good role model to the staff team. Most of the staff have early years qualifications and all staff have a sound knowledge of the foundation stage curriculum. The management promotes and supports staff attendance at relevant training. The knowledge gained by staff is used to enhance children's care and welfare. Staff work well together as a team. Staff appraisals are undertaken and regular staff meetings are held. This enables the manager to identify the strengths and weakness of the provision. Consequently, children's progress towards the early learning goals is good.

Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection, the provider was asked to provide evidence of named drivers driving licence and devise a plan to ensure children are safe when leaving the premises on dark nights. Although most of the named drivers documents are readily available, a driving licence is not on file. A light has been fitted to the pathway leading from the nursery entrance. This improves children's safety on dark nights.

At the last inspection for nursery education, the provider agreed to continue to improve opportunities for children to use design and making skills, selecting an appropriate range of objects and appropriate resources to shape, assemble and join materials on a regular basis. Children now have easy access to a good range of creative materials. They are used well by children to design, create and assemble. The provider also agreed to make the computer more accessible on a regular basis. The computer is now easily accessed, available at all times and used well by the children.

## **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

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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):

- make sure all details for car drivers are in place
- increase opportunities to promote children's independence. (also applies to education)

#### 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):

- make sure parents receive written information about the Foundation stage
- increase opps for children to learn about days of week and features of weather.

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)