

# 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>	24/10/2011
<b>Inspector</b>	Jackie Phillips
<b>Setting address</b>	Healing Village Methodist Church, Station Road, Healing, Grimsby, North East Lincs, DN41 7LX
<b>Telephone number</b>	07866 477214
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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## **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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Healing Nursery has been owned and managed by the current private provider since 1999, the setting first opened in 1975. The Out of School Club provision was included in 2001. The provision operates from Healing Village Methodist Church Hall in the village of Healing, North East Lincolnshire. The group serves the local and wider communities. The provision is registered to care for a maximum of 30 children from two to under eight years of age. Older children may attend but numbers may not exceed the overall registration. The provision is registered on the Early Years Register and both parts of the Childcare Register. There are currently 91 children on roll, of these, 51 are within the early years age range. The setting supports children with special educational needs and/or disabilities.

The nursery operates Monday to Friday, term time only between 9am until 4pm. The out of school club opens five days a week before and after school during term times and all school holiday periods from 8am to 6pm. A number of sessions operate between the hours of 8am until 6pm, to suit the needs of all children. There are 13 staff employed at the setting which includes the manager, deputy, administrator, ancillary workers and adults responsible for walking children to and from school. The majority of staff hold recognized childcare qualifications or are very well experienced. The setting has achieved levels one and two as part of the Local Authorities quality assurance scheme, Effective Quality Improvement Pathway, EQIP. They are currently working towards level three. There is a website to provide parents and interested parties with relevant on-line information about the provision.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make significant gains in their learning. This is based on staff having a secure knowledge of each child's background and needs. All children are provided with a rich and varied range of interesting learning opportunities. All major aspects to keep children safe, healthy and well protected are robust with the exception of required detail to risk assessment documents. Adults truly value partnership working and recognise the positive impact to children's achievement and well-being. The team has ambition and drive towards continual improvement and further development.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 11/11/2011

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

- extend further recycling experiences for children.

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

Adults who work with the children are suitable to do so because they have been appropriately checked. They access recognised first aid and safeguarding training and have a range of good procedures in place to make sure children are safe and well protected. For example, exchanging information with parents regarding accidents or injuries sustained at or away from the setting. They know the action to take if concerns are raised about a child's welfare or well-being. The provision indoors and outside is safe and secure. This is because the use of risk assessments and the attention to evaluate any accidents or incidents identifies potential hazards for adults to monitor or address. The legal requirement to keep a record of the risk assessment is currently being only partially met as it is not clear about a date for review.

Adults provide children with an extremely well resourced and welcoming setting. Interesting pictures, posters and attractive wall displays contribute very effectively towards making the environment vibrant and conducive to learning. Excellent attention is given to enabling children to access information at their height, for example, number lines, pictorial aids about behaviour rules, a weather chart and places for them to self-register. Furniture, resources and equipment are of high quality and expertly arranged and organised to create focussed areas of learning, promoting excellent adult supervision and interaction. One of the two fully enclosed outdoor areas is made readily available for children to use as they wish. They transfer between areas confidently, benefitting from a stimulating variety of activities provided outside that match those on offer indoors.

The setting has all required policies and procedures in place. Plans have been put into place to review these shortly. Extremely positive relationships with parents exist and they are provided with a constant flow of information to keep them informed and involved. For instance, being regularly updated about the settings operational issues and very well informed about all aspects of their own children's achievements, well-being and development. The setting expertly liaises with external agencies, service providers and early years professionals to ensure children's progression and continuity of care. There are well established channels of communication between all partners involved with individual children to ensure they receive the support they need, making a strong contribution to children's achievements and well-being.

Regular observation and assessment of children's progress takes place. Clear plans for future learning targets exist through secure methods of tracking and identifying and meeting children's individual needs. Adults confidently use what they know about each child's starting points, capabilities, interests and preferences to plan a

challenging programme of learning. They work exceptionally well as an established, strong, supportive team. Morale is high, based on a firm belief in the setting's success. The benefits to children are they feel valued and are actively supported to be independent, well behaved and confident individuals whose specific needs are very well met. Since the last inspection the provision has been successful in making and sustaining improvements. For example, recommendations raised have been well addressed, the setting has continued to be involved in the local authorities quality assurance scheme, safety measures are improved and record keeping further developed to track children's progress. The manager and her team have high aspirations for the future and there is a common sense of purpose between all adults to drive improvement towards meeting ambitious targets.

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

Expectations for children are high and as a result they play an active and dynamic role in their learning. Relationships with adults are positive helping children feel safe and secure. Many opportunities are provided for children to make independent choices and decisions. All children are extremely happy and content. They enter the setting confidently showing they are excited and pleased to be there. They play very well side by side with their older or younger peers, particularly when nursery and Out of school club children join together. They explore their surroundings indoors and outside with great enthusiasm and interest and use a varied and challenging range of tools, toys and equipment. They investigate natural materials, such as, water, sand, gloop, pine cones and conkers. Activities are planned to help children sort, match and solve simple problems. Outdoor play is valued and children experience growing and harvesting their own produce, such as, carrots and strawberries. They enjoy tasting the fruits of their labour. They see tadpoles turn into frogs by accessing a small pond made safe by secure fencing across the top. A variety of wellington boots provided, means children can use the outside areas during all weather conditions. There are some aspects of recycling that takes place but this is not yet fully explored.

Children play with sustained concentration and high levels of interest at most activities but particularly during role and imaginative play. In the home corner they use pretend kettles, irons, toasters, tills and toy domestic appliances, many that have authentic sounds children identify with from home. A varied range of equipment supports development with information and communication skills, such as, interactive games. A large screen and projector is provided for children to use, for example, to see and discuss photographs following a recent trip or outing. Visits to places of interest, such as, the beach or farm, particularly during holiday periods enable learning to be extended through rich experiences. This is also enhanced by visitors to the setting to share their skills and talents with children, such as, the Fire Officer. Taking part in fundraising events and celebrating a varied range of cultural festivals and traditional events help children to understand the needs of others and the world in which they live. Supplemented by, for example, trying on different costumes and dressing up clothes, books, resources and authentic food tasting makes children's learning about a wider society fun and

interesting.

Children are very well supported to understand about personal safety through getting involved in practising the settings emergency evacuation procedure. Older children contribute their ideas about possible risks. For example, discussing with adults elements of high, medium or low risks recognised by a traffic light system to assess safety within different areas of the setting. Children spontaneously wash their hands before eating showing they know about regular hand washing as part of effective hygiene routines. Drinks are readily accessible to prevent children becoming thirsty and they are encouraged to pour their own and access snacks, containing healthy choices, as and when they wish. Parents are given very good information about healthy options to consider for inclusion in children's packed lunch boxes. Frequent access to fresh air and exercise and taking part in events with a clear focus on movement, such as, Jabadao sessions and Brain Gym activities, help children appreciate a healthy lifestyle based on being active, alert and having fun.

Children's behaviour is exemplary. They understand about sharing and turn taking and appreciate how effective communication works through speaking and listening. They develop a sense of belonging to the setting by, for instance, being provided with individual places to store their personal belongings, having their art and craft work displayed and being encouraged to share their ideas and feelings. There is a rota established to take home Barney Bear and his visit to each child's home is recorded and the experience shared with everyone. Special parties and social events are organised for children and sometimes their families, such as, barbeques and parties to celebrate the recent Royal Wedding or forthcoming Halloween. Children show a very good awareness of themselves in relation to their place in society and are well equipped with fundamental skills they can use to extend their learning.

## 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

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

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met