

Healing Village Out of School Club/Nursery

Healing Village Methodist Church, Station Road, Healing, Grimsby, North East Lincs, DN41 7LX

Inspection date	28/04/2014
Previous inspection date	24/10/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Leadership and management are strong and there is a firm commitment to continuous improvement that is shared by all staff within the nursery. This ensures that children make good progress towards the early learning goals.
- Children with special educational needs and/or disabilities are well cared for as staff are skilled in providing care that meets each child's specific needs, ensuring every child makes good progress in respect of their individual starting points.
- Staff demonstrate a strong commitment towards working in partnership with parents and other professionals to ensure children's individual needs are met. Parents are happy with the good level of care and support provided through an effective key person system.
- Children of all ages are secure, happy and curious to explore. They demonstrate good behaviour and are beginning to develop skills that will prepare them for when they start school.

It is not yet outstanding because

- There is scope to further develop the already good teaching within the nursery to ensure all staff consistently provide opportunities to enhance and extend children's learning and development.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to the owner/manager at appropriate times throughout the inspection.
- The inspector observed activities indoors and outdoors.
- The inspector took account of the views of parents, staff and children spoken to on the day.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.

Inspector

Ann Hume

Full report

Information about the setting

Healing Village Out of School Club/Nursery opened in 1975 and has been under its current ownership since 1999. It is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The setting operates from Healing Village Methodist Church Hall in the village of Healing, North East Lincolnshire. It serves the local and wider communities. There are currently 50 children on roll, 49 of whom are within the early years age range. The nursery operates Monday to Friday during 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. The nursery provides funded early years education for two-, three- and four-year-olds, and supports children with special educational needs and/or disabilities. There are 13 staff employed at the nursery, including the manager, who holds a qualification at level 6, a deputy and eight further early years staff who hold qualifications at level 3. The nursery also employs an administrator, a finance assistant and adults responsible for walking children to and from school.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review processes used within the nursery to observe staff practice and ensure that they consistently enhance and extend children's learning to enable them to make further good progress towards the early learning goals.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. All staff have high expectations of children and show competence and confidence in their knowledge and understanding of child development. As a consequence, they assess children's learning and development effectively. Staff make good use of information gained from parents to identify children's starting points and make precise assessments of the good progress they make towards the early learning goals. They plan stimulating experiences for all children across the seven areas of learning that follow their interests and identify their next steps in learning. Children's progress is accurately tracked and monitored by staff who, overall, demonstrate a good quality of teaching. However, opportunities to enhance and extend children's learning are not always explored effectively. For example, when children name animals incorrectly, staff correct them, but do not explore the children's reasoning, or encourage them to think further. Information is shared regularly with parents, and as a result, children's learning and development are supported in the home environment. 'Barney Bear' goes home with

children and has many adventures that are shared on his return to the nursery. Children settle well within the nursery because staff develop effective relationships through a robust admissions and settling-in procedure. The nursery provides activities and resources that build on children's interests. For example, out of school club children inform their own planning that links with the Early Years Foundation Stage and builds on interests being explored at school.

Children enjoy outdoor play and spend a lot of time in this area. This promotes physical development and provides opportunities for children to explore the natural world. For example, there is a growing area and children are planting vegetable seeds. They discuss what the seeds need to grow; 'sunshine and water'. A wealth of language is used to describe previous experiences of growing seeds and plants, which is supported by staff. This provides children with opportunity to develop their communication and language skills and supports their learning about the world around them and basic science principals. Staff teach children through a good balance of planned and spontaneous activities that are adult-led or initiated by children. There is a firm commitment from staff to use research and training experiences to further develop practice within the nursery. For example, the nursery has recently been a part of a local writing task force to support children's early writing skills. This involves them having reciprocal visits to other providers and completing an audit around phonics, letters and sounds and emerging writing skills. It also provides invaluable opportunities to further develop partnerships and networking to enhance the already good practice within the nursery.

Regular opportunities are provided for parents to attend the nursery to discuss their child's progress and share the observations and assessments completed. This includes the progress check at age two. Children's progress is effectively tracked and monitored to ensure that they are prepared for their next stage in learning or the move to school. Support from other professionals ensures that all children receive relevant support to enable them to make good progress towards the early learning goals. This is further underpinned by the use of Makaton across the nursery, which effectively supports children's language development and communication skills.

The contribution of the early years provision to the well-being of children

The nursery has an effective and well-established key person system which helps children form secure attachments. Children relate well to the staff team, showing they feel emotionally secure in their care. This means that children feel safe, cope well with change and therefore begin to develop their independence. Staff are fully committed to providing high quality care and ensuring children are happy and enjoy their time in the nursery. For example, young children are cuddled by their key person when they arrive at the nursery, which helps them to settle quickly when their parents leave. Staff deployment is effective and robust medium-term and long-term planning ensures that staff are available for children at all times. Staff act as good role models and give lots of praise and encouragement to children. As a result, behaviour is good and minor situations of conflict are dealt with sensitively and effectively. Children are rewarded with positive praise and sometimes a sticker to mark an achievement. The stickers are worn with pride and are shown to everyone. This supports self-esteem and develops high levels of confidence and

a sense of belonging. Each child has an individual learning plan that the key person ensures meets their needs and promotes their ongoing learning and development. The manager works closely with staff and parents to ensure they have all the relevant details to meet children's individual needs, and that these are regularly monitored. Effective observations are made of individual learning and children's profiles, and displays around the nursery provide a clear picture of the fun and exciting activities children involve themselves in.

Children are encouraged to become independent with their health and self-care skills. For example, when they go outside they fasten their own coats and when in the digging area they put on their own wellington boots. They show good hygiene awareness and regularly wash their hands after messy activities and before sitting down to eat their snack or lunch. They are provided with healthy options at snack and lunch time, which encourages them to make healthy lifestyle choices. All children use the outdoor play area throughout the day and they have a variety of activities, resources and equipment which support physical development. Effective staff deployment and supervision enable children to take managed risks and are supported by good risk assessments, which ensure children are kept safe in all areas of the nursery.

The nursery has a broad range of resources and equipment which are stored in furniture that is accessible to the children at all times. There is a mantra of reuse, recycle, upgrade within the nursery. Children and staff fully embrace this, and the purchase of toy dustbin lorries reinforces the messages. Children take recyclables, such as plastics and cans, to the designated area in the car park of the nursery and know to reuse things, such as paper and cardboard. Staff provide a range of experiences that develop children's emerging skills and independence, such as role play, a comfy book area and opportunities to mix with older children from the out of school club at the beginning and end of the day. Staff have assessed the transitions children make throughout the day into and within the nursery and have adapted the routines to minimise these to allow children more time to consolidate their learning. Partnerships with parents and other professionals are effective. This ensures that children's individual learning and welfare needs are met and that children are well prepared for the next steps in their learning or moving on to school.

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

Children are kept safe within the nursery because staff have a comprehensive understanding of safeguarding issues. Effective policies and procedures are embedded within practice. The action and recommendation raised at the previous inspection have been successfully addressed. For instance, risk assessments clearly state when it was carried out, by whom, the date of review and any action taken following a review or incident. Clear policies and procedures ensure that staff meet the requirements of the Early Years Foundation Stage. The building is secure, with an intercom system to limit access to the nursery, and all visitors are asked to sign in and out. All staff hold current first aid, food safety and safeguarding certificates. Staff receive good support to develop their professional practice through training, supervision and appraisal. This enables them to evaluate performance, discuss areas for improvement and maintain high standards of

care and education for children. However, systems to ensure the consistency of teaching are not fully effective, so occasionally staff practice is variable. Educational programmes are effectively monitored by the manager. Planning and assessments are regularly reviewed to ensure that staff act in the best interests of each child, particularly those who need additional support. This leads to timely and appropriate interventions. As a result, all children make good progress towards the early learning goals.

Parents spoken to on the day of inspection comment on how welcoming, approachable and friendly the staff are. Parents are kept updated and informed in a variety of ways. This includes face-to-face conversations, access to children's profiles and individual learning plans, invitations to meetings, display boards and regular reports of their child's progress. Questionnaires are used to obtain the views of parents, and this enables the manager to analyse the effectiveness of the provision. Good links are made with teachers from a number of feeder schools across the locality to support children as they move into their next stage of learning. Reciprocal visits by teachers ensure that children are well prepared for the move to school. The nursery supports children moving to another country by using the internet to contact their new school and share information. Arrangements to work with others to support the children are effective, particularly the strong relationship with the speech and language team. The manager works closely with professionals and parents to meet children's individual needs and ensure that all children make good progress in their learning and development and are well prepared for their next steps in learning.

There is a clear commitment by the management for continuous improvement, and the nursery staff regularly review practice and contribute ideas towards improvement. Staff are confident in the delivery of the educational programmes. They clearly understand how children learn through play and provide opportunities through a range of different learning experiences and activities. Regular observation and assessment identifies future learning needs through next steps, which are used to guide and shape the planning of children's activities. The nursery has a clear vision for the future and high aspirations for staff and children, which demonstrates commitment towards making the nursery an exceptional provision for all children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	258648
Local authority	North East Lincolnshire
Inspection number	871623
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	50
Name of provider	Helen Catherine Donlan
Date of previous inspection	24/10/2011
Telephone number	07866 477214

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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