



Street Farm Day Nursery Ltd

Inspection report for early years provision

Unique Reference Number	EY227187
Inspection date	28 April 2006
Inspector	Deborah Kerry
Setting Address	Station Road, Elmswell, Bury St. Edmunds, Suffolk, IP30 9HD
Telephone number	01359 240592
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Registered person	Street Farm Day Nursery
Type of inspection	Integrated
Type of care	Full day 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.

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?

Street Farm Day Nursery was registered in 2003. The nursery is based in a bungalow and there is also a purpose built single storey building for children aged 3-5 years old in the village of Elmswell. A maximum of 46 children may attend the nursery at any one time. The nursery is open each week day from 08.00 to 18.00 for 52 weeks of the year. There are two separate secure and enclosed outside play areas for the different ages of children who attend.

There are currently 95 children from birth to 8 years old on roll. Of these 16 children receive funding for nursery education. The nursery currently supports a number of children with special educational needs.

The nursery employs thirteen staff, of whom ten including the manager hold appropriate early years qualifications whilst three of the staff are working toward a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

The nursery has all the appropriate policies and procedures in place to effectively promote children's healthy growth and development. Children's health is further promoted as staff follow appropriate procedures for nappy changing that minimises the risk of cross infection. All documentation around medication and accident records are up to date and includes permission and parents signatures, effectively promoting children's health and welfare. Children are developing a thorough understanding of personal hygiene, from the daily routine, the excellent adult support and discussions on the reasons why they need to wash their hands before eating and after using the toilet. Children are learning about staying healthy through exciting topics in which they are actively involved on 'healthy eating' and they are provided with a variety of fresh fruit each day for snack.

Children thoroughly enjoy a variety of healthy, freshly prepared and cooked meals that include lots of fresh fruit and vegetables to promote their healthy growth and ensure they are well nourished. Children excitedly discuss with staff the different fruits that they have tasted and experienced. Staff have clear guidelines they follow when preparing, cooking and serving food that substantially minimises any risk of contamination to children at snack and meal times. Children's individual dietary and allergy needs are met well, as special diets are catered for appropriately. Children are provided with water or milk at snack times so they can make healthy choices about what they wish to drink, to effectively promote their understanding of staying healthy.

Children have excellent opportunities for physical play to develop strong muscles in the designated outside play area, with a range of large equipment suited to their ages. Younger children have plenty of space to move and crawl about safely inside. Each age room has an area for children who want to rest or sleep according to their own needs, those using cots have individual sheets, this effectively eliminates the risk of cross infection to children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are secure, all visitors ring a bell to gain access, staff let them in and they sign the visitors book, this is an accurate record of who is on the premises. The

layout of rooms allow children to move or crawl around safely and freely inside and there are separate areas for messy play. The staff check the outside play area each time before it is used by children to effectively remove any potential hazards.

Each room has a list of resources and equipment that is suited to the ages of the children accessing it, this enables them to make good progress in their development. All electrical and fire equipment is checked and tested according to fire recommendations to ensure it is safe. Fire drills are practised monthly or when new children or staff start, effectively promoting the safety of all those on the premises. Documents on risks and COSH assessments are completed regularly, before outings and on the school pick ups, to ensure children's safety is not compromised.

Children's welfare is promoted well as all the staff have undergone checks, students are not allowed to be left unsupervised with children, to change nappies or take children to the toilet. There are clear, comprehensive policies and procedures for staff to follow on child protection to maintain children's welfare. All of the staff are aware of what steps to take if they have concerns about the welfare or safety of a child. The nursery has designated staff members whom staff can turn to if they are concerned and all the relevant documentation that is required is in place.

Helping children achieve well and enjoy what they do

The provision is good.

All of the rooms are organised with resources that are suited to the children's ages which are stored within easy reach of all children. Staff working with children under three have attended training on the 'Birth to Three Matters' framework, they also have books on the framework to help support them when completing weekly plans. These plans take into account young children's changing needs, regular observations are done and recorded to show how children are making progress. The independence of all children is actively encouraged, this helps them make good progress in their development. The staff have completed training on 'tiny talk', a form of sign language that is used to develop and promote the communication skills of pre-verbal children, this helps staff understand what the children want and enables them to meet their individual needs well.

The after school club has been running for a year. Additional resources and toys suitable for this age group were purchased to ensure the children are involved and enjoy their time in the club. Staff plan a wide range of suitable activities for children each day that include cooking, road safety, an obstacle course and a range of art and craft activities. Children are also free to pursue their own interests if they want. Staff are undertaking training in play work so that the older children can be well supported.

Nursery Education

Teaching and learning is good. Staff carry out regular observations on children that are recorded on their progress records, these are clearly linked to Stepping Stones and Early Learning Goals. Individual records and development plans are in place for each child on what needs to be included in their next step and covers all the six areas of learning, ensuring that all children can make progress. There are regular

meetings for planning and staff provide a broad and balanced range of activities that covers all aspects of the six areas of the Foundation Stage curriculum. Children are given free choice in the activities available, they can choose to play inside or outside. The adult focused activity shows the learning outcome, stepping stone, the children targeted and the resources needed. They are then evaluated for future planning and any other learning outcomes are also identified. However, differentiation is not always clear on short term planning for children's different abilities.

Through discussion children learn about others' feelings. Children are given lots of praise and encouragement for their achievements, this promotes their self-esteem and confidence. Children play well together and look forward when they know their friends are arriving at nursery. Children are given clear explanations and are learning to take turns and share. Children's independence is promoted well as they are able to pour their own drinks, serve their own food at meal times and wash their hands. Discussions on the children's homes, families and regular visits to the primary school for story time develops their sense of community well.

Children's communication skills are promoted well through French lessons and by regular discussions after story time to help develop their thinking skills. Letters are sounded out and linked to the fruit eaten at snack-time or to children's names promoting their knowledge of sounds and letters. Children are able to find their own names to put on their drawers for any work they complete. More able children can write their names on their work and they have free access to a range of resources and tools to promote their hand writing skills.

A number line displayed on the wall and by counting pieces of fruit at snack time develops children's awareness of numbers. Through simple everyday problem solving, children calculate how many plates are needed for each child when setting the table. Children develop an understanding of shapes, through their art work, by printing with shapes and completing puzzles. Children investigate their environment through planting seeds and growing grass on sawdust to make 'tight heads'. Displays of the children's work demonstrate their mouse skills on the computer, along with tills and telephones in the role play area which helps to develop their understanding of technology. Through the daily routine children develop the concept of time and place as they talk about their homes, schools and places they have visited. Children develop an understanding of other cultures and beliefs through celebrating different world festivals.

Children's physical development is promoted well through accessing the outside area and using large equipment, they can stop, change direction and manoeuvre around objects. Children are also provided with a range of tools to support their small physical development and their hand eye co-ordination. Children are aware that they need to put their coats on when it is cold outside to prevent them from getting colds, by washing their hands to get rid of germs and that eating fruit is good for them.

The colourful displays around the nursery show that children have access to a range of different materials in their art and craft work. The musical instruments played develop children's understanding of sounds, loud and quiet noises and they enjoy singing a variety of songs. Children's imagination is developed well through different role play situations, for example, 'the laundry' and children respond to each other and

are able to express their ideas well.

Helping children make a positive contribution

The provision is good.

Each child has a care plan with their home routine recorded, this promotes their individual needs well and is displayed so all staff are made aware of them. The registration forms record children's individual needs and regular visits with parents help children to settle and minimises parents' concerns. The range of resources and topics incorporated into the plans promote children's understanding of our wider world. All children are welcomed. Staff undertake visits to other settings for children with individual education plans to ensure that consistency of care is provided and so all children can make progress regardless of their ability or needs. The views and wishes of parents are respected regarding their children's needs. This inclusive practice fosters children's spiritual, moral, social and cultural development appropriately. Children are given clear explanations on the rules, they are encouraged to share and take turns. The staff have a calm, consistent approach to behaviour management and get down to the children's level when talking to them, so they know what is expected of them and this encourages them to behave well. The staff are good role models for children and good manners are encouraged and praised.

The notice board shows the weekly menus, photographs of staff, their qualifications and the list of key workers for each child, so parents know who to talk to about children's progress and development. A welcome pack and the prospectus informs parents about the nursery's procedures, 'tiny talk' and what policies are available. The nursery gave parents a questionnaire, asking for feedback on the nursery and the results were published in the newsletters about what action has been taken from the results of the questionnaire.

Partnerships with parents and carers of funded children is good. Staff at the nursery provide a warm, friendly greeting for all parents and carers on arrival. The notice board shows the topics, the stepping stones children are working toward and how they achieve these through the activities provided. The regular newsletters also inform parents how their child's learning can be extended at home. When children start funded education parents are given information on the Foundation Stage and the early learning goals. The nursery holds open evenings so parents can come in and discuss with staff their child's progress. Children's progress records are sent home and are available for parents to add to if they wish. When children leave to go to school a report and their progress records with examples of children's work included are sent home.

Organisation

The organisation is good.

The nursery has clear, effective procedures for staff recruitment, this ensures that staff are aware of their roles, responsibilities and are suitable to work with children,

promoting their welfare well. There is an individual training and development plan in place for all staff. The registers for children show times of arrival and departure, a diary records times staff sign in and out and the visitors book shows who is on the premises at all times. A comprehensive operational plan includes all the policies and procedures in line with the National Standards. Children's records are kept up to date and include their individual profile, enabling their needs to be met well. The correct staffing ratios are adhered to at all times, further promoting children's welfare.

Leadership and management of nursery education is good. The nursery has a clear policy on the nursery education and monthly planning meetings help to promote children's learning. There is good communication between staff, they work well as a team and there is a training and development plan in place to ensure continued good practice. Staff complete individual plans for each child every term that shows their next step, is tailored to children's individual needs and covers all the six areas of learning. The nursery has regular meetings with the partnership to support the nursery education and children with additional needs. Four of the staff have completed training to support children with additional needs so all children are able to make progress in their learning. The nursery has a key worker system in place and the staff know children well and where they are in their learning. At staff meetings any training that has been attended is cascaded down to all staff to ensure children's continued needs can be met. The adult-focused activity sheets are evaluated and show any other areas of learning that has been identified to promote children's development.

Overall the needs of children are being met.

Improvements since the last inspection

At the last inspection the nursery were asked to improve the planned activities for two year old children. Through the expansion of the nursery in 2003, there are separate facilities for children aged two to three years old, this also includes a separate outside play area. Staff use the 'Birth to three matters' framework to plan a wide range of activities suited to the children's developmental stages that ensure they are able to make good progress in their development.

The nursery was also asked to develop the induction procedures to include child protection. The nursery now has in place an effective range of documentation for the staff induction that includes child protection. Staff complete forms to say that all areas have been covered, this helps promote children's welfare and safety effectively.

Complaints since the last inspection

There has been one complaint since the last inspection concerning National Standard 13. Ofsted investigated the concerns by conducting a visit to the provision. The provision have been given an action under National Standard 13 (Child Protection) to conduct an internal investigation. The provider remains qualified for registration.

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 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):

- continue to monitor & update the training plan for staff to ensure that those working with the older children in the after school club hold appropriate qualifications

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):

- develop the short term plans so they show how children's individual needs and abilities will be met.

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