



Upper Knapp Farm Day Nursery

Inspection report for early years provision

Unique Reference Number EY313352
Inspection date 21 March 2006
Inspector Angela Cole

Setting Address Upper Knapp Farm, Manor Avenue, Cam, Dursley,
Gloucestershire, GL11 5JF

Telephone number

E-mail

Registered person Leanne McCreight

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Upper Knapp Farm Day Nursery opened under new management in 2005. It operates from four rooms in a private property on the outskirts of Dursley in Gloucestershire. A maximum of 42 children may attend at any time. The nursery is open each weekday from 08:00 to 17:30 for 50 weeks of the year. All children share access to an enclosed outdoor play area.

There are currently 63 children aged from 6 weeks to under 5 years on roll. Of these,

23 children receive funding for nursery education. Children come from a local catchment area. The nursery currently supports a number of children with special educational needs. There are no children who speak English as an additional language.

The nursery employs ten staff, of whom seven hold appropriate early years qualifications. Of these, two members of staff are working towards a qualification. Staff use aspects of the High/Scope teaching method. The nursery receives support from a teacher advisor and a special needs co-ordinator from the local authority. The setting is a member of the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop well physically. They enjoy daily opportunities for varied outside play with a wide range of large and small equipment. They gain good balance skills and control wheeled toys expertly in the confined paved space. They are well supported by staff to use small equipment to carry out their own ideas. Children greatly enjoy movement to music and coordinate sequences of movements, such as point toes, bend knees, stand up and sit down. They develop good independence, for example in dressing and personal hygiene.

Children benefit from the good hygiene of the premises. They play with scrupulously clean toys and equipment as staff follow detailed maintenance programmes. They learn the importance of good personal hygiene when young, for example through hand washing routines. Children are well protected from infection as staff and parents work together, so sick children receive appropriate support. Children receive good continuity of care through the sharing of information with families about accidents and medication.

Children become increasingly aware of the way activity affects their bodies and know when they need a rest or a drink. From a young age, they learn the importance of drinking as water is freely available and older ones pour their own milk or water. Children learn about healthy eating as they discuss the wide selection of nutritious foods offered. They enjoy a balanced diet of different foods available in good quantities. Children benefit from good consistency with their home care so their dietary needs and preferences are well met. Staff support parents by offering literature that encourages them to provide their children with healthy foods.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a secure environment. They arrive and depart safely and off-road parking is close to the building. Younger children are kept safe by careful use of stair gates on the separate levels of the building. Staff have replaced and refurbished much of the original equipment, so children use safe resources. For example, babies

become engrossed in play with entirely suitable items in treasure baskets and appropriate resources are thoughtfully stored, so they can safely indicate their choices. Older children independently select activities from a wide range of good quality toys and equipment that meet safety standards.

Children move safely within the nursery environment as staff identify and minimise the possible risks. The owner has completed detailed risk assessment for outings and on the old premises. She plans to create a new access to the upper garden so that children can move around outside with increased independence. Children play safely as staff are vigilant and supervise them well. They hear regular reminders of potential hazards and learn to think how to keep themselves safe, for example by keeping the floor clear and discussing road safety.

Staff safeguard and promote children's welfare and have all the required procedures and documents in place. For example, the majority of staff have attended relevant training to develop their understanding of first aid and of how to protect children, and are familiar with local Area Child Protection Committee procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time in the nursery. Babies are cuddled and well stimulated by staff, who are attentive to their interests. They sleep as well as being fed and changed according to their needs. Staff do not clearly plan a range of experiences for each child with the required level of repetition to consolidate their development. However, in practice, they provide a variety of appropriate activities over the sessions, including free painting and play with musical instruments. These young children are content and motivated throughout the day.

For toddlers, there is a stimulating range and balance of activities which help them to make progress in all areas of their development. Staff plan attractive activities and give some structure to the day ensuring that this is flexible depending on children's interests. This is apparent as children are interested and eager to choose their own play, for example with pasta or sand. They achieve because staff are skilled and competently use their increasing understanding of the Birth to three matters framework. Adults show their interest in what children do and say, so they gain confidence to explore and develop. They ask questions to make them think, for example about a monkey hand-puppet that is well used to support children's singing.

Nursery Education

The quality of teaching and learning is satisfactory. Children make sufficient progress towards the early learning goals in the six areas of learning. They make good progress in some aspects of personal, social and emotional development and mathematical development. Children gain good understanding of shape and positions through physical activities and willingly count as they play, for example to say how many are at the activity. They competently compare and calculate, for example to find the number of 'fat sausages' for the verses of a song, and some know when six are left. However, supporting staff do not regularly challenge children

to count and to solve simple problems that arise during their play. Children suitably grapple with some new ideas and skills to develop their knowledge and understanding of the world. They handle different materials, for example to find seashells in the sand. They investigate different objects that staff provide for their outdoor play, including spools. Children watch videos, listen to sound tapes and role play with telephones but they do not regularly use technology to support their learning.

Children make satisfactory progress in relation to their starting points in communication, language and literacy. They have frequent opportunities to develop their conversational skills with attentive adults and staff plan new words to extend their vocabulary. They listen carefully to clearly worded instructions, for example as they move to music. Children concentrate for long periods of time to listen to stories and recognise some words, for example as staff name their work. They eagerly paint, draw and complete messages in family cards, though do not regularly use the available materials to write for a purpose, for example during their role play. There are no differences in learning between different groups of children as, for example, the creative efforts of both boys and girls are valued. Children effectively use their imagination, including during free play times. They tell simple stories and make their own designs, for example using a wide range of textured collage materials. Children enthusiastically join in songs and learn how they can change sounds to be loud or soft. They explore fast and slow rhythms and make their own instruments, including wind chimes that they hang outside.

Adults effectively use their enthusiasm to interest children so that they focus on their play and resist distractions. Staff have differing knowledge of the Foundation Stage and of how children learn that results in varying challenges offered to children. The planning is well developed to show stepping stones for younger and older children, though it does not clearly link to current in-depth assessment of children's learning to support their progress. Senior staff provide a good role model of teaching for the others to adopt, such as valuing children's own interests as the starting points for their learning. Though free play is sometimes interrupted by group activity, the revised routine and use of accommodation for longer outdoor play and small group work effectively support children's progress. Staff provide a varied programme, for example inviting regular visitors to extend children's knowledge of the world around them, including the fire and police services.

Helping children make a positive contribution

The provision is satisfactory.

Children settle well into the homely environment, supported by caring and interested staff. They are sociable and effectively gain self-esteem through contact with key staff and with younger children at regular intervals during the day. Children have some opportunities to learn about the community, for example during occasional local outings and opportunities to fundraise for charity.

All children are well included in the life and activities of the nursery. They are relaxed and confident in attending to their individual needs or asking for help when needed.

Children with special needs receive particularly effective support in close liaison with their parents and other professionals. Staff ensure that the resources for older children positively represent those who attend as well as individuals from the wider community. This helps children to develop a positive attitude to others. However, there are few such resources for younger children.

Children behave well as they receive consistent encouragement from a young age. They are friendly with each other and willingly share toys and take turns, for example to complete a long 'bridge' of bricks across the room. They co-operate with staff as they lie down quietly while their coats are fetched. They hear clear explanations of why they are to behave in a certain way and respond politely when encouraged. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. Children benefit from staff's friendly relationships with families. Parents receive detailed, initial information about the nursery and the Foundation Stage and this is on-going through newsletters, regularly up-dated noticeboards and daily opportunities for discussion with staff. Babies benefit from two-way sharing of notes about their care and activities. Parents of older children know where their child's records are kept, though they are not all actively encouraged to share and contribute to these. Families receive some encouragement to become actively involved in their children's learning, for example to provide resources including books and photographs.

Organisation

The organisation is satisfactory.

The nursery's plans for operating are sound. Children are happy in the calm atmosphere generated by caring and conscientious adults. They receive effective care from known teams of key staff. The safe, newly-organised premises are arranged to provide base rooms for each age group and some opportunities for children to access a different indoor area. The routine and structure of the sessions provide a balance of indoor and outdoor play opportunities. Some new resources supplement those that are well used and staff arrange these so that children access activities with increasing independence within the nursery's routine.

Legally required documentation regarding children's care is in place. For example, the systems for registering children, staff and visitors are clear and sufficiently detailed. The nursery has set up a log to record any complaint and this is compliant with Ofsted's requirements. Staff are consulted when revisions are made to procedures and policies so that these contribute to children's health, safety and well-being. Children's individual development files are available to their parents, though these are not regularly shared. Their personal information is kept confidential and up-to-date.

Leadership and management are good. In the short time since the new registration, senior management has actively responded to advice. They effectively work towards clear aims and implement sound action plans to support the care of children. The professional development of staff and their team work is well supported, so responsibilities are increasingly delegated to encourage children to extend their play

and learning. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by the parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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 that there is clear planning of the youngest children's activities
- ensure that younger children have an appropriate range of activities and resources that promotes equality of opportunities and anti-discriminatory practice with regard to culture and disability.

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):

- consider regular use of the resources to extend children's opportunities for writing for a purpose and to show an interest in technology, knowing how to operate simple equipment to support their learning
- develop staff understanding of the early learning goals so they clearly link planning to the assessment of children's progress through the stepping

stones; regularly share the record keeping with all parents and carers so their observations are included.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk