



Kings Farm Day Nursery Limited

Inspection report for early years provision

Unique Reference Number	EY269591
Inspection date	14 March 2007
Inspector	Jane Williams
Setting Address	Winter's Lane, Long Bennington, Newark, Nottinghamshire, NG23 5DW
Telephone number	01400 282662
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Registered person	Kings Farm Day Nursery Limited
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Kings Farm Day Nursery Limited has been registered since 2003 and is a privately run provision. It operates from a three storey converted farmhouse situated in the rural village of Long Bennington. The baby room, for babies up to 18 months, and nursery room, for children 18 months to three years, are situated on the ground floor. The pre-school rooms are on the first floor and consist of two rooms, one of which is mainly used for creative activities and for eating. The Kid's Club have the use of the attic play room on the second floor. There is also an office, kitchen and laundry room. Toilet areas are on the ground and first floor. There is an enclosed outside play area attached to the building. There is a car park for staff and parents.

A maximum of 56 children may attend the facility at any one time. There are currently 57 nursery children on roll and 61 Kid's Club children. Of the nursery children, 23 of these receive funding for nursery education.

The setting is open each week day from 08:00 to 18:00. It is open all year round, closing only for Bank Holidays. Christmas closures are organised in consultation with parents. The facility is currently supporting children who have learning difficulties. All children attending speak English as their first language.

The facility employs 12 members of staff, of these, seven hold appropriate early years qualifications and three are working towards this.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean environment by staff who have a good understanding of hygiene. Staff take positive steps to prevent spread of infection by following the hygiene measures in place. For example, sheets used at sleep time are clean and in good condition. Children learn about personal hygiene through sensible routines such as washing hands before eating, after using the toilet and after playing outdoors. Children's well-being is effectively ensured if they are ill or have an accident because clear systems are in place. Medication and accident records are kept with appropriate detail and parental signatures recorded.

Children benefit from nutritious meals and snacks. Hot meals such as sausages, mashed potato, cauliflower and broccoli are provided. Children enjoy meals that are in adequate quantities to meet their needs. Snacks range from fruit, raisins, biscuits and toast and are served with water. Children's health is promoted through free access to water from a dispenser in the nursery room. The pre-school room does not yet provide free access to water but is considering ways in which to do so. Children's individual dietary needs are effectively ensured through recording of information and particular attention is paid to food allergies.

Most children are able to rest and sleep comfortably when they wish. Babies benefit from a quiet room with cots so they are able to sleep whenever they need to. Children in the nursery class generally have their needs met as they have a sleep period as part of routine. Children enjoy plenty of fresh air and exercise. They benefit from access to a secure outdoor play area. Children have fun piling leaves into trucks and using their imagination to create castles with the leaves. Children have access to a variety of appropriate equipment and toys. They delight in riding on small bikes, running, playing on small slides and throwing and catching balls. However the range of equipment does not offer older pre-school children sufficient challenge, particularly in developing climbing and balancing skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a generally welcoming and secure environment. Information for parents is available in the entrance hall and most rooms are light and airy. Some children's work is displayed in each room. Babies benefit from particularly bright and attractive displays that provide a stimulating environment. Children's needs are met as there is sufficient access to a variety of equipment that is in the main in good condition and stored appropriately. A small

office provides space for the storage of records and where staff may talk to parents confidentially. However, staff do not have a room or area available for breaks.

Children's safety is adequately ensured and promoted sufficiently well. Risk assessments, such as checking outdoor play areas before children go out, are generally effective. However, some doors are at times not made sufficiently secure so children's safety is potentially compromised. Safety for children during outdoor play is in the main ensured. However, on occasions all the children within the setting play outdoors at the same time. As older children race around on bicycles and play with footballs this means younger children and babies are not able to benefit from a safe, high quality play experience.

Children are protected and their well-being is safeguarded because staff have a sound understanding of signs and symptoms of abuse. An appropriate child protection policy is in place with clear steps to follow in the case of concerns arising.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well and are happy within the setting. Staff are friendly towards children and parents. Babies needs are well met as they are comforted and provided with good opportunities to develop skills. They are encouraged to crawl and take first steps to walking as they explore the stimulating environment. Children are able to enjoy a range of activities. They have fun playing in the vet's role play corner and delight in exploring the ball pool. Opportunities for messy play are available and children have great fun experimenting with different materials such as foam, coloured corn flour and bubble paint. They learn about nature through growing sunflowers and making bird feed for their outdoor area. Children have good opportunities to take part in singing activities and in moving to music. They relate well to staff who provide good support and encouragement. Children learn to count and to recognise letters of the alphabet. Some children, however, are not always challenged in the activities provided. Staff are beginning to use the 'Birth to three matters' framework to plan activities. Observations of children are carried out and useful information is recorded. The information is beginning to inform planning but is not yet used to include support or extension activities that ensure individual children's needs are met.

Nursery Education.

The quality of teaching and learning is satisfactory. Children generally play well together. They are encouraged to be polite to staff and one another. Children are confident when talking to adults and their independence is promoted. For example, they are expected to tidy toys away, they learn to put on their own coats and they set the table for meal times. They are generally able to access a reasonable range of toys and equipment. However, this is sometimes limited due to the planning and organisation of the two rooms available. During some sessions the children do not have free access to both rooms and are therefore unable to choose from a wide range of activities.

Children are in the main engaged in activities provided. They have opportunities to develop language skills through role play, following instructions and listening games. They have access

to a reasonable number of books which they read individually and in groups. Writing skills are promoted through children using the chalkboard easel and writing materials whilst enjoying role play. Some children are beginning to write their name independently using recognisable letters. Children learn about number through jigsaws, counting activities, games and through everyday experiences. However, extending children's understanding of number in particular problem solving is not consistently promoted. Children have opportunities to learn about shape and measure through activities such as weighing and water play.

Children are beginning to make sense of the world as they explore different materials such as play dough and water. They have great fun blowing through tubes into the water to make bubbles. They enjoy sticking and gluing when making flowers from lollipop sticks and egg cartons. Children have satisfactory opportunities to experience information and communication technology. However, the computer is not easily accessible for children and so this is limited. Children enjoy singing familiar songs from memory and have fun adding actions to the songs. They sing in groups and are also confident to sing individually for others. They are able to develop their imagination through role play, small world toys and acting out stories.

Staff have a sound understanding of the Foundation Stage and generally plan a broad curriculum to cover most areas of learning. Observations and assessments are carried out and useful information is recorded. However, this information is not fully used in planning which does not include extension activities to ensure challenges are set for individual children. As a result all children's good progress through the stepping stones towards the early learning goals is not fully ensured. Staff are consistent in their management of behaviour and encourage children to behave well through appropriate methods and by acting as good role models. They spend time with the children, listening, talking and supporting them in their activities.

Helping children make a positive contribution

The provision is good.

Children are treated with equal concern and are valued by staff. Children are praised and encouraged to be independent. Staff have a good knowledge of individual children and as a result children are confident in the setting. Children are learning about the wider world through staff sharing their own travel experiences with them. They have opportunities to look at maps, postcards and artefacts from different parts of the world. Opportunities to take part in the local community are encouraged through charity events and outings to local parks and gardens. Children with learning difficulties are supported appropriately by trained staff. The good behaviour of children is promoted well through a behaviour management policy that is available to parents. A positive environment is created as children are treated sensitively and with kindness. An incident record has been devised that can be shared with parents. The welfare of children is promoted through useful information about the setting in a parent booklet. Newsletters keep parents informed of current events and news. Daily sharing of information is through informal chats as parents collect their children. An appropriate complaints procedure is in place. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Children's learning and development is suitably supported through information sharing between parents and the setting. Parents are provided with information about nursery education on admission. They are invited to join the

setting for events such as sports day. Children's progress and achievements within the setting are recorded and shared with parents. Records, however, do not include parent's involvement or contribution to assessments. Daily sharing of information is through informal chats when parent's collect their children. However, some funded children join the nursery class at the end of the pre-school session and so not all parents have the opportunity to see key workers or the pre-school room on a daily basis.

Organisation

The organisation is satisfactory.

Children are cared for by suitably qualified staff who are caring and supportive of children. Their welfare is ensured because appropriate procedures are in place. Clear recruitment and vetting procedures are followed. Induction of staff includes health and safety training. Appropriate records such as registers showing times of arrival and departure are in place. A useful range of policies and procedures have been developed and are shared with parents. The organisation of space and resources throughout the setting is generally effective. However, the organisation of resources and space on the first floor and attic play room does not fully ensure children of varying age ranges have opportunities to access a wide variety of activities. Overall children's needs are met.

Leadership and management is satisfactory. An appropriate operational plan is in place to support the care and education of children. Staff generally have opportunities to meet as a team and to discuss planning. They are supported in accessing training opportunities and this is identified through staff appraisals. Assessing the strengths and weakness of the setting is beginning, however, systems for monitoring and evaluating nursery education are limited and so the good progress of children's learning and development is not fully ensured.

Improvements since the last inspection

At the last inspection the recommendation was to devise and implement a system to record any incident of physical restraint and ensure parents are informed of the incident on the day. This has now been put in place and as a result the welfare of children has improved.

Complaints since the last inspection

Since 1 April 2004 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.

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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):

- ensure positive steps are taken to promote safety with regard to outdoor play and security so children are not able to leave unsupervised
- ensure effective organisation of space and resources with regard to staff facilities, first floor rooms and the attic play room.

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):

- further develop use of observations to inform planning to ensure children are challenged and able to make good progress in all areas of learning
- further develop methods for monitoring and evaluating the provision for nursery education.

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