

Fountain House Farm Day Nursery

Inspection report for early years provision

Unique Reference Number	314630
Inspection date	06 November 2007
Inspector	Christine Tipple
Setting Address	Fountain House Farm, Watton, Drifffield, YO25 9HY
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Registered person	Christine Martinson
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Fountain House Farm Day Nursery and Out of School Club has been registered since 1997. The privately owned nursery is located in converted farm buildings between Driffield and Beverley, and serves both towns and the surrounding rural area. Children are cared for in different age groups in four main areas including the out of school club. There are two enclosed outside play areas for the younger and older children to access.

The nursery is registered for 72 children under eight years old. Currently there are 68 children on roll, of whom 19 receive nursery education funding. The nursery operates from Monday to Friday, 07.30 to 18.00, all year round. Support is provided for children attending with physical disabilities.

There are 11 staff employed who work directly with the children, of whom 10 have relevant qualifications at levels 2, 3 and above. There are five support staff also employed. The day nursery has been awarded Investors in People status.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's physical development in both their fine and gross motor skills are well supported. The use of a range of equipment provides activities for the children to pedal, climb, balance and run and be active in the fresh air on most days. The additional access to the woodland and nature areas enables all the children to go out for walks. Older children have good control over smaller tools, such as cutting, threading and constructing with large and small materials. Children manoeuvre themselves around furniture and equipment confidently, and are confident in getting their coats and shoes on for outside play.

Children use the facilities for their personal care very well, older children access these independently and understand the reasons for having clean hands. The routines and standards for health and hygiene in the nursery are good. Daily cleaning routines and information on the care of children when ill all work positively towards effectively reducing cross-infection. All staff hold relevant first aid certificates. The provision for nappy changing includes staff wearing disposable gloves and aprons. Children's individual nappies and creams are stored in their own boxes and the bedding is changed after each child. Activities and information on being healthy are well promoted with the children, such as through their physical play and diet.

Children have excellent daily snacks and meals which are all provided by the nursery. Parents have a choice and can provide a packed lunch for their children, but most of the parents choose the meals provided. The cook takes a great interest in the variety and quality of what the children eat on a daily basis. The menus are well planned to ensure there is a balance of nutritional and healthy foods provided. Children have different meats, fish and a good range of fresh vegetables, which are all sourced locally and freshly prepared on a daily basis. The school children have a choice of either a cold or hot tea when they come in after school, such as cottage pie or various sandwiches, fruit and yogurts. Home baked cakes are made with fresh eggs from the farm. Drinks are provided in individual water bottles which the children can access through the day as well as milk at snack time. Dietary needs are recorded and special measures taken as discussed with parents.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are well presented, clean and have excellent natural light throughout. The space in all areas enables the children to move around comfortably and safely. The baby and toddler area is self sufficient and this provides a warm and inviting place for the youngest children. The older children have all the facilities to promote their growing independence. The range of resources and equipment in all areas promotes the developmental needs of the children, which includes the provision to rest and sleep and for children to eat at the table or in highchairs safely. Both the younger and older children may access outside provision from their own areas. These currently have decked and concrete surfaces but are maintained for the children to use daily. All children have access to the field and nature area.

Safety is effectively managed by staff and management in the daily routines and through risk assessments, policy and procedures and the ongoing maintenance programme. This positive approach minimises accidents occurring. There are cameras installed around the nursery and the main access is managed by staff at all times. Regular testing is carried out on the electrics

and fire equipment. Children are actively involved on a regular basis in the evacuation process. Other safety issues are discussed with the children, such as road and firework safety. Children are confident in using the various tools and equipment and take responsibility in tidying up, this also includes the younger children.

Staff are informed about the importance of safeguarding children in their care. The policy statement is shared with parents. Staff training is ongoing to ensure they are up to date in their knowledge and understanding of child abuse issues. The local contact details for the relevant agencies are in place.

Helping children achieve well and enjoy what they do

The provision is good.

Children show a genuine interest and enjoyment in attending the nursery. They are motivated and involved in the activities provided. Time is provided for the children to settle in and they are well supported through the transition into other groups in the nursery. This approach ensures the children are self assured and develop a strong sense of belonging. Staff use detailed play plans for the children which are linked to the 'Birth to three matters' framework. Younger children have a range of activities which promote their skills, such as being creative, to sing and to use music and movement. Communication by the staff with the children is good and enhances their developing language skills effectively. However, the range of and ongoing access to natural resources for the babies and toddlers is not fully extended to further develop their curiosity and interest.

The out of school club provides a room for the children which they access for their activities but are still welcomed into the nursery, such as when they all eat together. There is a range of resources and activities in place for the school children and the play worker has developed plans and activities for them which are further extended for the holidays. The access to the larger field provides a good selection of outdoor equipment for the children to use and access to the woodland and nature areas.

Nursery Education

Teaching and learning is good. Staff know the children well and they have a sound knowledge of the Foundation Stage curriculum. They plan a good variety of activities on a daily basis which reflect the six areas of learning. Children are enthusiastic and want to be involved and this has a positive impact on their behaviour and their learning. There are detailed observations carried out on the children on a daily basis by staff. However, these are not clearly linked to the learning outcomes to ensure these provide effective evidence of the children's ongoing progress. The teaching offers the children a range of challenges which are realistic and reflect a positive level of understanding by the staff of how children learn and progress. The staff make good use of the sessions and the resources provided. But, at times, the adult led approach and some routines restrict the children from making more decisions about their play, extending their skills and ideas, and becoming more independent learners.

The children use a variety of tools which support their mark making skills and they are keen to recognise and write their names. Staff have introduced the use of phonics with the children and they enjoy the sessions and participate enthusiastically. Books are available for the children to access but the rotation and variety is not always monitored to ensure these fully engage them. The interaction with the staff and the children is very good and the children's language and communication skills reflect this. Children have excellent access to the outside areas

surrounding the nursery, including a working farm and woodland and nature areas. This provides them with regular opportunities to see nature at close quarters, such as the changing seasons and the wildlife. The children grow plants and vegetables, which are picked and used for their meals. They participate in music and movement and enjoy constructing and making things, such as a space car. The children discuss things that are important to them at circle time. Children have reasonable access to computers and other programmable resources.

Children are familiar with mathematical language through their play and more focused activities. They match and use games for sequencing. The children know shapes and some are able to identify more complex ones, such as hexagons. Use of numbers is promoted by the staff and the children are competent in their counting to 10 and beyond. The development of the children's understanding of more or less than is promoted through the activities and more direct learning approaches with the staff. Children have daily access to creative activities and resources which are varied to enable them to have experiences of a range of mediums. Children have a selection of role play resources and the children enjoy their time in the area. These areas are not always fully utilised to extend the variety and access to ensure they engage children's imagination and creative skills more effectively. The children discuss their experiences away from the nursery, such as swimming lessons, their family and what they did at the weekend.

Helping children make a positive contribution

The provision is good.

The relationships established with the staff and children are very good. They know each child and their family well. This supports staff in meeting the children's individual needs effectively. There are suitable systems in place to provide support for children with a physical disability and to seek additional guidance as required. There is a good selection of resources through all areas of the children's play and some activities planned which reflect diversity and the wider world in a positive way. Visitors attend nursery and the children have outings into the wider community. Children attend from both rural and urban communities. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is very good. Staff interact well with the children and provide a positive attitude in promoting praise and encouraging the children in what they do. This is reflected in the children's pleasure and enthusiasm in what they produce. The routines are clear and the expectations are age appropriate, which the children respond to confidently. Children use their manners well with little prompting from staff. The children show a mature approach to sharing and taking turns and a positive emphasis on being kind and caring.

Partnership with parents and carers is good. The relationships with the parents and staff ensure that there is effective ongoing communication and trust established. The parents can discuss their child's day on a daily basis with staff. They are welcomed into the nursery and their children's area to see where they sleep and play, and are able to meet all the staff who work in the nursery. Younger children have daily sheets which ensure parents are informed about their child's sleep, feeds and other personal care. There is a nursery introduction pack which provides new parents with full details on the nursery provision. Throughout the year there are newsletters issued to keep parents informed on special events, activities and any changes. The policies and procedures are also shared with them and inform them of the responsibilities and requirements of the nursery in relation to their children's care, education and welfare. Information in the form of a yearly report is provided for parents of the children leaving to go to school. They have ongoing access to their children's records and progress.

Organisation

The organisation is good.

The organisation of the daily operation of the nursery is efficient and managed well by the staff. This provides a positive environment for the children where they are relaxed and secure. There are policies and procedures in place which cover all areas of the nursery provision. These are reviewed mostly on a yearly basis and discussed with all staff. The recruitment and selection procedures are suitably informed and give relevant details of the process to obtain relevant checks on new staff, to ascertain their suitability to work with children. All other documentation and records, such as accident and medication details, are up to date and stored securely to promote confidentiality.

Leadership and management is good. The staff meet on a regular basis through the year as a team, which is recorded and actions discussed and carried forward. The staff are motivated and work well together in their areas to improve and develop the range and quality of the care and education provided. The key person approach is being implemented for all the children. Training is supported for all the staff relevant to their individual needs and includes extending qualifications. This has a positive impact; bringing benefits for the children and extending the skills and knowledge of staff. The introduction of staff appraisals is to be used to ensure their needs and ongoing personal development is fully supported by the management. The recording of the evaluation and monitoring of the nursery is not fully established, to enable the management and staff to identify the strengths and weaknesses of the care and education offered, and to provide an action plan which outlines how the nursery can develop and progress. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

The last care report recommended that the nursery record any incidents in relation to physical intervention.

The nursery has a file which specifically records any incident and the procedures taken as applicable.

The last funded education report recommended the provision: develop the opportunities for the children to be more independent at meal times; enable the children to recognise and write their names during their activities; and offer additional opportunities for children to extend their use of mathematical language through their everyday activities.

There has been an improvement at meal times as the children are more independent in managing to use utensils confidently and some serve themselves, this is more evident at snack time. Children have opportunities to recognise and write their names and this is supported with the introduction of phonics with the children. The use of mathematical language by the children is positive, such as recognition of size and shape, using numbers in setting the date on the weather chart and through other related activities and songs.

Complaints since the last inspection

Since the last inspection 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 can be seen 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):

- extend the range of and ongoing access to natural resources for the babies and toddlers which offers more opportunities for self selection to extend their developing curiosity and interest.

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):

- review the organisation, planning and daily routines to enable the children to make more decisions in their play and learning through ongoing access to the full range of resources, to extend children's skills and ideas to be more independent learners
- develop the process of how staff observe and assess individual children's ongoing progress to ensure these link more effectively to the learning outcomes
- develop the system to monitor and evaluate the care and nursery education provided, to identify both strengths and weaknesses more effectively.

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