



Dodford Farm Daycare Nursery

Inspection report for early years provision

Unique Reference Number EY294588
Inspection date 19 May 2005
Inspector Gerry Simonds

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Registered person Dodford Farm Daycare Nursery Ltd
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?

Dodford Farm Daycare Nursery Ltd. operates from a purpose built building in Christian Malford, Wiltshire. The nursery serves the local community and the surrounding areas.

The Nursery is registered for 52 places to provide care for children from birth to 8-years. At present there are 92 children on roll, some part-time. Of these, 16 are funded 4-year-olds and 17 are funded 3-year-olds. The nursery also provides Out of

School Day Care (after school and holiday schemes).

The group opens five days a week, Monday to Friday, all year round. Sessions are from 08.00 to 18.00, the after school club runs from 15.15 to 18.00, and the holiday schemes from 08.00 to 18.00.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children access daily outdoor play and enjoy a variety of outdoor equipment available for their play. For example, they enjoy climbing, riding wheeled toys and playing with smaller equipment such as bats and balls. They have access to both grass and tarmac areas and enjoy all outside play. They are happy to take part in a sponsored walk, being held to support a local charity. This is made very enjoyable for them by the staff who are very enthusiastic. They enjoy action games and rhymes and are encouraged to take part. They use a variety of equipment and are developing good manipulative skills as they use scissors, pencils, glue sticks or other small equipment.

Children benefit from clean premises and this helps to keep them healthy. They also learn how to keep themselves healthy as the staff talk to them about hand washing or nose blowing. Younger children benefit from hygienic and appropriate nappy changing routines. Sick children are suitably cared for and good policies support their care.

Children benefit from a good diet of snacks and meals which are cooked on the premises. They help themselves to drinks throughout the day when old enough to do so. Babies are offered drinks at regular intervals too.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy a safe and attractive environment which is very welcoming. Their safety is of high priority to the staff who understand and implement all the policies which are in place to protect them. They all receive good individual attention and staff interact well with them. Children benefit from being kept healthy and safe by the staff who have good knowledge of child protection procedures and health and safety issues.

An effective registration system ensures that staff know which children are in the building. A new security system on the door and the gate ensures that children are kept safe and secure whilst in the nursery.

Children enjoy a good variety of safe equipment, both inside and outside the building, which is checked regularly. Children respond to being reminded about caring for the nursery and for their equipment and take pride in tidying up their toys.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

All children arrive happily at the nursery and are keen to choose their activities. They show good self esteem and confidence as they do this. They are happy playing with their peers in all rooms and relationships are very good. Staff encourage them to play well together and to think of others. Some staff are using the Birth to three Framework for under threes to plan their work, and this is working well. There is not enough continuity between the two younger rooms as not all staff use the same approach. For example some use the Birth to three framework very well and others do not.

All children are given good individual attention and staff talk with them and listen to them and provide a good variety of activities so that they have plenty of choice. Children are very happy in all rooms and are kept busy and learning. They are growing in confidence and learning to co-operate well with their peers.

Nursery Education.

The quality of teaching and children's learning is satisfactory. Staff have satisfactory knowledge of the Foundation Stage to ensure that children are learning and progressing along the stepping stones of the curriculum. Plans are not linked closely enough to the stepping stones of the curriculum and staff do not identify what it is that they want children to learn from the planned activities. Children do not benefit from having plans which show how work is made different for different ages and abilities. This shows in a lack of challenge for the older and more able children. Children benefit from good staff interaction and are questioned appropriately and are developing good language skills.

Children's progress is measured by the use of the Wiltshire scheme of assessment and individual written observations. There is a key worker system and staff assess their own key children. This results in staff having good knowledge of their individual children. This works well for the children as staff are beginning to use these assessments for future plans.

Children have a positive approach to learning and are able to choose activities and resources. They are enjoying a topic on mini beasts and look for these when in the outside area. Children on the whole, are well motivated. They are developing independence and being encouraged to think of others. They behave well and are encouraged by praise and the use of stickers and special rules.

They learn to communicate well as staff encourage good conversation and question them well. They are learning letter sounds and enjoy practising writing their letters. However, they do not have much opportunity to write for a purpose or to write their own names as staff tend to write their names for them, for example, on their art work. They enjoy stories and listen well. They also enjoy role play.

Children learn to count and recognise numbers and do this regularly throughout the day. They play number games and sing number rhymes such as, 'Five Currant Buns

in the Baker's Shop', but do not have number operations explained to them thoroughly enough. They do not have much opportunity to solve everyday problems, for example, being asked, 'How many cups do we need for the children at this table?' There is a lack of challenge for more able or older children. They are learning to name shapes and use mathematical language.

The topic at present on mini beasts is helping children to appreciate the world around them. They are developing good observational skills as they search for small creatures in the outside area. They are able to build with a variety of constructional toys and use the computer with skill to support their learning. They talk about the weather and are learning to name the days of the week and the months of the year. Understanding of the world around them is fostered through learning about festivals from various cultures and through playing with multicultural toys and equipment.

Many creative experiences are provided for the children. They express themselves freely as they paint or glue and choose their own resources. They enjoy moving to music and show great enthusiasm when using their 'Sticky Kids' recorded music. They respond well to all that is offered and use imagination well in all that they do.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. They are encouraged to think of others and are happy to walk around the playground to raise money for those less fortunate than themselves. They learn to care for other creatures, for example, mini beasts or the fish in the toddler room. They learn to care for their environment by helping to tidy and keep their nursery clean. They express great enjoyment when moving to music and understand about other cultures when looking at appropriate books and playing with suitable multicultural toys.

All children are fully included in this setting and the provision for children with special needs is excellent. All children are valued and are given good one to one support when this is needed. Children are well behaved throughout the nursery and staff have worked hard at this area of development, ensuring that children are praised regularly and rewarded for good behaviour. Children understand what is required of them because staff are consistent in their approach and children respond well to the staff as good role models. Children relate well to one another throughout the nursery and are able to share and take turns. This is very apparent in the outside area when they share their wheeled toys.

Partnership with parents is good. Parents receive a warm welcome as they enter the nursery. Children enjoy giving their parents the daily information sheet which ensures that parents know what they have been doing. Staff and parents discuss progress regularly, reports are sent and children's needs are met as parents and staff work consistently together.

Organisation

The organisation is satisfactory.

The provider meets the needs of the range of children for whom she provides.

Leadership and management is satisfactory. The nursery is well run on the whole and children's well being and education is supported by staff who are well qualified and committed to improvement. There is a good staff to child ratio and this ensures that children are well supported individually. However, staff appraisals are not undertaken at present. This means that staff performances are not always monitored effectively, particularly in the nursery education. There is a good operational plan and children benefit from stable routines and organised sessions. The leader is very 'hands on' and this means that children and staff know her well and she knows them. All documentation is in place and policies and procedures are appropriate.

Improvements since the last inspection

At the last care inspection, staff were asked to improve the security system within the nursery. They have achieved this and now have a very secure security system in operation.

At the last nursery education inspection, planning was highlighted as an area for improvement. This is still the case and staff have not managed to attend training. Consequently children are still not sufficiently challenged and plans not linked closely enough to the Foundation Stage of learning.

Complaints since the last inspection

A concern was received in February 2005 that related to the following National Standards: Standard 11 Behaviour and Standard 8 Food and drink. We asked the provider to investigate these concerns and to report back within ten working days. Following the response we arranged for a Child Care Inspector to visit in March 2005 to discuss the concerns. As a result of the visit two actions were raised in relation to National Standard 11. These were to improve the behaviour management policy and implement positive and appropriate behaviour management strategies throughout the nursery, to make sure that all significant incidents are recorded and shared with parents and to develop the staff's awareness and understanding of effective ways to manage children's behaviour. The nursery remains qualified for registration.

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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 continuity of approach in the two younger groups and that all staff share the same approach to the children's development and learning, for example, through the use of the Birth to three framework.

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):

- ensure that planning shows a link with the stepping stones of the curriculum
- provide more challenge for older and more able children and include this in your planning.

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