

# Farmyard Friends Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY347639
<b>Inspection date</b>	30 August 2007
<b>Inspector</b>	Carol-Anne Shaw
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<b>Type of inspection</b>	Childcare
<b>Type of care</b>	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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

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.

### WHAT SORT OF SETTING IS IT?

Farmyard friends Day Nursery was registered in 2007. It is a privately owned provision. It operates in a self-contained unit in the village of Mappleton. The nursery is situated on a working farm. Children have the use of a large playroom which is divided to meet the needs of the different ages. Outside is an enclosed play area with safety surface and grass area.

A maximum of 21 children may attend the nursery at any one time. There are currently 51 children attending, of these, six are over five years old. Children attend mainly on a part time basis. The nursery is open each weekday from 07.45 until 18.00 all year round, with the exception of bank holidays and the week between Christmas and new year.

There are six qualified staff employed; of these, five have a Level 3 qualification and one a Level 2 qualification. There is a driver employed to help with transporting children. Transport is available for the local Aldborough and Sigglesthorne schools.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children demonstrate a positive attitude to their well-being. The staff work to the clear policies and procedures in place which meet the children's physical, nutritional and health needs. They provide the children with good guidance and support, children gain a good understanding of hygiene and become increasingly independent in their personal care. The older children are confident in accessing the facilities, for example, washing hands before snack time and after creative activities. Children develop their independence in personal care and are becoming aware of the importance of a healthy lifestyle.

Children have very good opportunities to extend and develop their physical control in the well organised daily indoor and outdoor experiences. This is supported by the staff having a very good awareness of individual children's development through observations and assessments. They have a good understanding of how children develop physically. They encourage and support children to try out new skills and build on what they can do. The children are confident and are able to set their own limits within the safe environment. The older children are developing a positive attitude to physical exercise. They enjoy using the outdoor area with its changing challenges. Children use the outside area to effectively support their learning, accessing a wide range of play activities linked to the curriculum.

Children have a good range of healthy options throughout the day; they enjoy a choice of fruits at snack time. Lunch is a very social occasion with their packed lunches served in small groups. The younger children eat in their own area to ensure individual children's routines are followed. Older children have a very good understanding of why they eat healthy foods and how it relates to their bodies. Effective liaison with parents ensures children's individual dietary needs are fully met. Good attention is paid to managing children's medical needs.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Risks of accidental injury to children are minimised because staff are vigilant and use comprehensive risk assessment systems to reduce potential hazards. The children learn about protecting themselves, for example, when visiting the farm animals they are very aware of the dangers of farm machinery and the requirement to wash their hands correctly.

Children access a wide range of good quality, safe and suitable toys, resources and equipment, all very appropriate to their age and stage of development. The equipment is suitably set out to enable children to make choices. Compromises have been made due to the limitation of available space. There is no domestic style furniture in the baby area, limiting children's normal life experiences.

Children are very well protected by staff, who all have a good understanding of protecting children and work to the child protection policies and procedures. All staff have attended training, are fully aware of their responsibilities relating to safeguarding children and give priority to children's welfare.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are settled and happy in their surroundings. They enjoy their time at the nursery. Children develop well because staff are confident and skilled, using their knowledge and understanding to promote children's development. Staff are motivated and interested in the children as individuals. The good staff ratios enable children to have lots of adult support.

The children arrive happy and eager to participate, they part from their parents and happily wave goodbye and settle to play. The use of key workers who know the children well and are sensitive to their individual needs is working effectively. The close and caring relationships are increasing children's trust and help them develop confidence and build self-esteem. Early communication skills are well supported through good adult-child interactions. Children are beginning to make sense of the world and express their ideas through lots of different planned activities and free play that supports children's learning.

There is a positive bond and appropriate physical contact between the younger children and staff, which increases children's well-being and sense of self. There are opportunities for the children to express their ideas and be involved with a wide variety of activities and experiences. The children enjoy the many play activities and explore paints, textures, music and songs. Overall, this provides the children with an environment which promotes development and good care. The nursery progresses the development of the under threes in a systematic way. Assessments of children's progress are completed; these are linked to the 'Birth to three matters' framework and used for planning.

The staff have a sound knowledge of how children learn and use the Foundation Stage to ensure all areas of children's learning are developed through play. They plan and provide an interesting curriculum for the children. The activities are well organised and supported with relevant resources and equipment. A good range of teaching methods are used; this ensures children learn across all areas of the curriculum. Children are motivated, confident, self-assured and keen to participate. This is promoted by staff's enthusiasm and interest in them. Children work well together and follow simple rules to support sharing and safety. The more able children assist others in accessing resources, helping with coats and tidying away the equipment and resources.

They use their creative play to demonstrate their sense of the world around them. There are very good displays of the children's work showing a variety of resources and methods used by them, such as collage, models and free painting. Children communicate and express themselves very well, both with each other, staff and visiting adults. They are developing their language and thinking skills as well as confidence and independence. They use resources for mark making in their play and learn to recognise letters through displays, labelling and books. Children are gaining confidence in their mathematical language. They use numbers and solve simple problems in their everyday activities. They learn sequencing through patterns and observing the life of animals.

Physical skills are extended and supported with good access to outside play opportunities, use of music and movement, access to instruments and ability to use a wide variety of tools and resources. Children explore and investigate their surroundings through a variety of activities, for example, looking after the plants, growing seeds, feeding the animals and collecting eggs. Children access resources to support their understanding of technology; they are confident computer users.

The formal assessment of the older children's learning lacks detail. The assessments are not used fully to plan effectively for the children's next steps in their learning. This limits the challenge for the children to extend their knowledge and skills.

### **Helping children make a positive contribution**

The provision is good.

Parents and children are welcomed to the setting. The staff value children's individuality and respect parents' views and contribution to the care provided. Younger children's home routines are fully discussed and staff support parents effectively. The children's behaviour is very good; the staff show a consistent and caring approach to managing behaviour. The older children follow simple rules and know the routines and boundaries in place. Children share and show respect for others, they take turns and show good manners, saying please and thank you. They learn to negotiate and take responsibility for their own behaviour. The older children support the younger children.

Children have very good opportunities to learn about the world around them through visits, topics and resources that promote diversity in all areas. Their own and other cultures are supported with a good range of activities and resources.

The partnership with parents is very good. The key worker system provides parents with a consistent contact on a daily basis. The very good partnership with parents contributes significantly to children's well-being in the group. Parents' views are sought through discussion on a regular basis throughout the time their children attend. Effective systems are in place to ensure all parents are kept informed of how their child is progressing in their development and learning. Children benefit from the involvement of parents in projects and topics, which contributes to their good health, development and learning.

### **Organisation**

The organisation is good.

Children's care is enhanced by the efficient management of the setting. The good organisation of the nursery provides a welcoming environment for children to play and learn. There is a wide range of very suitable policies and procedures in place to support the management of the nursery. The premises in all areas are planned to support and promote children's development and learning. All families are supported and individual children's care needs are followed. The staff ratios ensure children have good support, allowing children to experience the many interesting and different activities throughout the day. The use of time, space and resources enhances children's learning in all areas.

Children benefit from the staff having a sound knowledge of how children learn. Detailed procedures are in place for induction and the ongoing training of staff. They have a commitment to improvement and personal development; this underpins the care and welfare of the children in the setting. The staff show enthusiasm and work as a team to ensure the provision meets the needs of all the children who attend.

Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration 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.

## **THE QUALITY AND STANDARDS OF THE CARE**

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.

## **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):

- provide domestic style furniture for children under two years, to assist children in mobility and to continue normal life experiences
- develop the assessment and link to the planning for the pre-school children, to give challenge and extend learning.

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](http://www.ofsted.gov.uk)