

# Coney Garth Farm Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY343119
<b>Inspection date</b>	03 July 2007
<b>Inspector</b>	Kathryn Margaret Clayton
<b>Setting Address</b>	Coneygarth Farm Day Nursery, Turbary Road, Haxey, DONCASTER, South Yorkshire, DN9 2JH
<b>Telephone number</b>	01427 753 173
<b>E-mail</b>	kidsandcows@tiscali.co.uk
<b>Registered person</b>	Coneygarth Farm Day Nursery Limited
<b>Type of inspection</b>	Integrated
<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 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?

Coneygarth Farm Day Nursery is run as a registered company. The setting first opened as a private nursery in 1997 and re-registered as a limited company in 2006. The accommodation is a converted barn on a working farm in Haxey, a village in North Lincolnshire. The nursery offers care to the local community and surrounding areas.

There are five playrooms and all appropriate facilities including a sleep room for babies, toilets, kitchen, office, staff room and storage space. The nursery has five secure outdoor play spaces including two wooded areas. It provides care for 142 children aged from birth to under eight years. Children aged eight to eleven years also attend the setting. Opening hours are from 07.45 to 18.00 all year around, apart from public holidays. The nursery offers out of school care before and after school and in the school holidays. There are 10 full-time childcare staff employed, of whom eight are qualified. There is also a number of supply staff. The setting receive support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are well protected from infection in the nursery because they are cared for in a clean environment where good hygiene routines are maintained. For example, individual flannels are cleaned after every use and staff use effective nappy changing routines. There are posters in place to encourage children to wash their hands at all appropriate times. Children enjoy excellent opportunities to be very active when attending the nursery and out-of-school club. All children enjoy daily physical activity in a number of attractive outdoor areas. For example, toddlers and young children use a good range of equipment on a paved play area, such as bikes, trikes, scooters, a seesaw, slides and a balancing beam. Children who attend the out-of-school club have access to a spacious field with large, sturdy climbing equipment that offers them a good physical challenge. Children often enjoy walks in two woodland areas that are part of the farm where the nursery is situated.

Children are well nourished during their time at the nursery. They enjoy healthy and nutritious snacks and meals that are made with fresh ingredients. Some examples of these include snacks of bananas, grapes and kiwi fruit. The lunchtime menu includes items such as a shepherd's pie with fresh vegetables, and rice pudding. Children enjoy light snacks, such as beans on toast at teatime. Children's independence is not always well promoted at snack time; for example, some of the equipment used, such as a very large jug or milk container, does not allow children to pour their own drinks. Children's health and welfare are promoted because staff have a good understanding of maintaining the required documentation correctly; for example, medication and accident records are accurately kept. The majority of staff hold a current first aid certificate.

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

The provision is good.

Children are cared for in an attractive nursery in a rural setting. All indoor areas are welcoming and inviting. Children confidently use the space and their needs are well met. For example, babies sleep in a quiet room directly off their main playroom. Children benefit because the indoor spaces are well used throughout the day and they have access to excellent outdoor areas. The main play area looks out onto a working farm, therefore children are able to easily see any interesting farm activity, for example, lambs being born. Children are safe in the setting because of the security systems in place. There is a buzzer on the outer gate, for example, and a good view of anyone who is coming towards the nursery. All areas are risk assessed and staff conduct a visual check every day before children arrive.

Children enjoy playing with a good range of resources that are well organised and mainly readily available. For example, dressing up clothes and a large number of games and construction equipment. Children who attend the out-of-school club benefit because they have their own designated playroom, which is cosy and well organised with a good range of easily accessible toys. Children are safeguarded because staff understand their role with regard to child protection and are able to put appropriate procedures in place when necessary.

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

The provision is good.

Children are happy and settled in the nursery. Babies are interested in the activities provided, for example, sand play, building bricks and exploring a treasure basket. They enjoy seeing themselves in a low mirror and accessing books in a cosy, comfortable area of the room. Staff use the 'Birth to three matters' framework to observe and assess young children's progress. This helps them to gain a good understanding of their individual needs and plan for the next step in their development and learning. Children who attend the out-of-school club have a varied and interesting time. There is an excellent range of activities available, particularly in the school holidays when good use is made of a three acre woodland area. Camping tents and shelters are set up during the day so that children can enjoy the outdoors in all weathers. Activities available include a scavenger hunt, football day, fete and barbecue. Staff often work to a theme to engage children's interest, for example, 'The Lord of the Rings'. Children enjoy baking activities and planning party days.

### **Nursery Education**

The quality of teaching and learning is good and children progress well. They are cared for in an attractive learning environment. Children cooperate well; they work effectively in small groups and learn to take turns. One example of this is when they complete a house building board game. Children play together confidently and often join in small friendship groups. Many concentrate well, for example, when drawing clothes to put on a clothes line. Children talk clearly and confidently and staff raise their awareness of rhyme as they read them poems about the weather. Many children recognise their names on pegs and at group time and some can write them correctly. Children handle books carefully and show an interest in books. Staff plan a well-organised programme of activities with specific learning objectives. Tasks are sometimes extended and varied according to the age and stage of development of the children present.

Children count confidently to 10 and beyond. Many understand and solve simple problems; they know that two items and another two make four altogether. Children confidently complete number activities and puzzles, for example, and understand positional language. One example of this is when completing a computer game. They enjoy making models with a variety of equipment. Children have excellent opportunities to learn about their local environment and nature as they see farm animals, collect eggs and feed lambs. They learn about changes as they plant seeds and watch them grow in their own vegetable garden. Staff do not always make the best use of opportunities to provide practical real-life experiences. For example, children explore and investigate how the wind dries clothes through discussion and the use of fans and straws.

Children use tools and equipment, such as scissors and glue sticks skilfully. They show good manipulation skills, for example, when using play dough. They are aware of the effects of activity on their body, that they are out of breath and warm after running. Children confidently use a good range of small equipment, such as hoops and bean bags. They enjoy imaginative play, for example, as they dress up and take their babies for a walk. Children differentiate colours easily and many draw recognisable figures. They explore colour and texture through a wide range of painting and collage experiences. Children express themselves excitedly as they pretend to move like animals, such as tigers and kangaroos. Many children confidently use musical instruments and enjoy singing.

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

The provision is good.

Children are cared for by staff who treat them as individuals and understand their needs. They gain a sense of belonging as they see photographs of themselves around the room and their names on individual coat pegs. There are some positive images around the nursery that help to raise children's awareness of diversity. Children's spiritual, moral, social and cultural development is fostered. For the most part children behave well and staff manage any minor incidents in a calm and effective manner. Through discussion children are helped to understand why inappropriate behaviour is unacceptable. There is a wealth of information available within the nursery to help keep parents well informed. For example, children's routines, menus and activity plans are clearly displayed. The setting have an informative prospectus and information leaflet that are readily available and given to parents at enrolment.

The parents of very young children receive a daily written record about their child's time at the setting. The partnership with parents and carers is good. The information available to parents with regard to the Foundation Stage curriculum is comprehensive. Details are available in monthly newsletters, all parents receive a local authority leaflet and planning is clearly displayed for parents to see. Parents' views are actively sought as they are asked to complete annual questionnaires. There are also friendly discussions that take place at the end of each session. Parents are encouraged to be involved in their child's learning. Children bring items in from home, such as books and dressing up clothes, and when there is an interest the setting occasionally send information home, for example, recipes for making play dough or salt dough. There is an annual meeting with parents of the children who are in receipt of funding and a written report is completed before children start school.

## **Organisation**

The organisation is good.

Children benefit because they are cared for by staff who received good support and development opportunities. There are professional appointment and induction procedures in place and a full range of policies to support the smooth running of the nursery. The registered persons very actively oversee the running of the nursery on a day-to-day basis. The organisation of the space is very effective in meeting children's needs, ensuring that children can work in small groups during the day.

Staff use their time well and management have good procedures in place including employing a number of supply staff to ensure the children are well cared for during times of staff illness and holiday periods. The leadership and management of the nursery education is good. Senior staff members successfully oversee and deliver the Foundation Stage curriculum. They attend regular training and show a good commitment to preparing for future changes. All staff meet regularly and often attend in-house training. The setting make best use of their strengths and the farm setting to engage children's interests and promote their learning. All required documentation to support the health and welfare of the children who attend is in place. Overall, the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection a number of recommendations were raised with regard to improving children's independence, the use of space and staff knowledge of child protection issues. The outcome for children has improved as all of the play areas are used as part of the everyday

routine. Children's safety has improved as all staff have undertaken training in child protection. Some aspects of children's independence have improved, for example, they often have access to the outdoor areas. However, their independence is not always well promoted at snack time.

### **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 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 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):

- consider ways to further promote children's independence at snack time.

#### **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):

- whenever possible ensure children are engaged in practical first-hand learning experiences.

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)