

# Greenhouse Farm Private Nursery Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	309318
<b>Inspection date</b>	31 July 2007
<b>Inspector</b>	Judith, Mary Horsfall
<b>Setting Address</b>	off Clough End Road, Cribden Side, Haslingden, Rossendale, Lancashire, BB4 5UB
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<b>Registered person</b>	Lisa Jane Hobday
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Greenhouse Farm Private Nursery Ltd is owned by a private individual and opened in 1988. It operates from two floors of converted farm and barn buildings. The nursery is situated in a rural setting known as Cribdenside, within easy access of Haslingden town centre, a small town set in the Rossendale Valley, close to the motorway links to Manchester. Children come from a wide catchment area, including some other towns within the Rossendale valley. A maximum of 43 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently children aged from two to under five years on roll. Of these, 35 children receive funding for early education. The nursery has experience of supporting children with learning difficulties and disabilities.

The nursery employs 13 members of staff, all of whom hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children stay healthy because practitioners are generally active in following appropriate environmental health and hygiene guidelines. Examples of this are regular cleaning and wiping of surfaces with antibacterial sprays and ensuring that children wash their hands at relevant times throughout the day. Children are becoming aware of the importance of a healthy lifestyle and older children say that if they do not wear sun cream and hats in the sunshine they can get burned by the sun. Generally, health procedures and policies are acceptable. However, inappropriate blanket medication consent forms results in the children being at risk of receiving inappropriate treatment.

Children have good opportunities to develop physical skills. They enjoy regular activity in the stimulating outdoor play area where they balance, swing and slide. Indoors, regular drama, music, dance and exercise sessions are on offer which the children join in with relish. Children rest and sleep according to their needs, having choice in times and types of sleeping arrangements in consultation with parents. Children's emotional health is well catered for because the staff are responsive to children's feelings; they talk carefully to children about their emotions such as how they feel about leaving the nursery to go to primary school.

Children are well nourished because the nursery provides healthy, nutritious meals and snacks in close consultation with parents. Food includes roast chicken dinners with vegetables, fresh fruit and sandwiches which the children take pleasure in eating and ask for second helpings. Individual dietary needs are sensitively catered for and the staff make strong efforts to ensure that particular children are not singled out if they have specific requirements. The nursery has recently achieved a confidence in catering award from the local authority. Children access drinks independently and are able to satisfy their thirst because the staff ensure that drinks are always available both inside the nursery and when playing outdoors.

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

The provision is satisfactory.

Children are well cared for in a welcoming environment which is attractively decorated with their art work and photographs. Children are able to develop a good sense of belonging through the inviting accommodation and creative use of available space. Equipment and activities are set out before they arrive and children are warmly greeted by staff on arrival at the setting. Accommodation is very clean and well maintained with homely touches, such as table cloths and flower arrangements on the dining tables. Children have access to a wide range of suitable, accessible equipment, including furniture and stimulating toys which are safe and regularly checked.

Staff generally take positive steps to promote children's safety. For example, good policies are in place regarding lost or uncollected children and for recording accidents. However, fire escape routes are blocked, suitable emergency exit signs have not been replaced after re-decorating and there are no locks on the front door nor upstairs windows, resulting in the children's safety being compromised. The outdoor play area is popular and very creatively used by the children and staff. Many indoor activities such as painting, crafts and mark making are moved outdoors during good weather so that children can benefit from the fresh air.

Staff have a very good knowledge of safeguarding children policies and are highly familiar with the procedures to follow if concerns are raised about child abuse. Relevant local and national guidance including contact numbers are easily available, resulting in the children being well protected.

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

The provision is good.

Children are developing confidence because they are regularly and appropriately praised for their efforts and achievements. Their self esteem is promoted by staff who interact with care and patience towards the children, giving them individual care in response to their needs. Children are encouraged to cultivate their independence in a supportive environment. For example, babies are helped to use suitable cutlery at meals times and they relish the praise offered as they learn to feed themselves. Children feel a sense of belonging because the staff encourage good practices, such as naming their attractively displayed artwork, allocating children named coat pegs and using separate, labelled drawers for each child to keep artwork and personal items.

Children ask questions and are curious about the world around them. Babies and older children show a great interest in new people and resources in their environment. Children make good relationships with their peers and the staff, receiving small gifts and a poem when they leave to move onto school. They are very proud of their folders of achievement and confidently describe their artwork and photographs of previous activities.

### **Nursery Education**

The quality of teaching and learning is good. Children are highly involved with, stimulated by and interested in the broad range of activities available. They are well educated because the staff acknowledge that each child is unique and has individual learning styles which are valued and accommodated. For example, through observations staff identify that certain children work better in small groups and promote this method of learning.

Children confidently acquire new knowledge and skills such as collage, recognising basic words and extending their vocabulary. Planning, observations and assessments are effectively used to identify children's levels of knowledge and to move them on to the next steps of learning. Children benefit from comprehensive assessments at entry into the preschool room and from highly maintained records of achievement which are available to parents. Realistic challenges are provided for all children and staff's purposeful teaching is rooted in a strong knowledge of the Foundation Stage curriculum. Children make good progress because the staff provide an interesting and welcoming environment, making good use of time and resources to support children's learning.

Children are developing good physical control of their bodies because they have plentiful opportunities to use challenging, large play equipment and finely manipulate tools, such as scissors and a computer mouse. They are aware of the importance of keeping healthy, saying that if hands are not washed we get germs that make us sick. Independence is promoted by giving children choices and encouraging them to become involved in activities, such as preparing their own snacks. Children are also helped to tidy up after activities, cleaning up any spillages as they go along throughout the day, giving them a sense of safety and responsibility.

Children's creativity is fostered because they have free access to a wide range of stimulating resources and equipment including musical instruments. Children talk animatedly about their regular music, movement and drama sessions with an external tutor who offers a wide range of fun activities. Children use their imagination well. For example, at story time they join in the fun and begin to confidently sing, dance and move to the story. Knowledge and understanding of the world is developed because the children are keen to learn about their social and cultural environment. They demonstrate good levels of curiosity and interest in the world around them, asking questions and exploring. An example of this is when they built a large tower and the children asked each other, 'How high do you think it will go?'. They worked well alongside each other, helping to collect and sort bricks, guessing when the large tower would topple, adding extensions, functions and giving the tower a name.

Mathematical development is encouraged by the inclusion of mathematical concepts in daily activities, such as doing subtraction in songs and using a variety of opportunities, such as table games to begin to understand how to sort into size, shape and colour. Children confidently and accurately use words, such as 'big', 'smaller' and 'taller' in their play. Children are competent in essential skills, such as speaking, listening and understanding the concepts of reading and writing. They are beginning to write for a purpose. For example, putting each child's names on party invitations and writing their own names on completed art work. Children handle books with confidence and are aware of reading from left to right across the page. They link sounds and letters, writing and reading their names aloud.

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

The provision is good.

Children gain some awareness of their local environment and the diversity of the wider world through a generally broad selection of resources and activities that promote positive images, although there are few images of disabled people. Children are highly valued by the staff who demonstrate a detailed understanding of each child's particular needs and preferences. For example, staff are very much aware of individual appetites, medical conditions, toileting routines and favourite songs, which ensures the children feel a growing sense of self worth.

Children with learning disabilities and difficulties are welcomed into the setting and the staff work in close consultation with children, parents and, if necessary, external agencies to ensure children's development is successfully promoted and they are fully included in the setting. Children are developing a good understanding of responsible behaviour which is encouraged by staff who, for example, ensure children apologise if they have accidentally upset another child and explain why certain behaviours are not acceptable. Children are encouraged to consider the needs of others, such as reminding the preschool children to keep quiet at certain times as babies are sleeping nearby. The children actively listen to the staff and are becoming considerate and caring towards other children.

Children are cared for very well by staff who work closely with parents to meet individual children's needs. Staff take on board concerns of parents and have undertaken activities to support parents who have particular concerns. For example, helping children deal with the introduction of a new baby into the family and the feelings that come along with the change in the family. Good quality information is collected on children and their families including routines, cultural needs and medical conditions. Parents say staff offer a personalised service in a caring environment. Former nursery children have now returned with their own children as they had such a positive childhood experience at the setting.

Social, moral, cultural and spiritual development is fostered. Children are beginning to learn about right from wrong and the preschool code of conduct is actively promoted by the staff who remind the children about the importance of 'kind hands, kind feet and kind words'. Children are developing a sense of awe and wonder about the world which is enhanced by sensitive staff who work well alongside the children. For example, children show great interest and excitement in natural phenomena, such as a spider's web with rain drops, gathering around in fascination and getting their friends to join in the observations. The interest is extended to then include drawing spiders' webs with chalk on the paving stones and counting the numbers of legs in the picture.

Partnership with parents of children receiving nursery education is good. Children benefit because the staff give parents regular, high quality information about the early years Foundation Stage curriculum. Parent liaison sheets are completed each term and signed by the parents. Parents are given information each month about current activities and how to extend children's learning at home. Children are learning about the wider world because parents are welcomed into the nursery to share their experiences of work and cultural life.

### **Organisation**

The organisation is satisfactory.

Recruitment and vetting procedures ensure children are well protected and cared for. For example, all staff have the childcare qualifications and suitable clearances, plus references are taken up on all members of staff, volunteers and students. Children benefit because the staff have a thorough knowledge and understanding of child development. Staff generally have a high regard for the well-being of all children and many have completed further training to broaden their knowledge. Space, time and resources are adequately organised to ensure children's safety and well being are steadily promoted. Limited staffing contingency arrangements at lunchtime due to personnel changes results in inconsistent cover and children being at risk when staff:child ratios are not maintained.

Leadership and management of the nursery education is good. The leader of the nursery education has a clear vision, with a strong focus on the personal development and achievement of the children. For example, there are purposeful plans to improve the outdoor area and to undertake training in the new Foundation Stage curriculum which ensures children benefit from positive changes. Education is closely monitored, activities are regularly evaluated and the leader is highly aware of the value of a flexible approach towards children's learning. The leader is conscious of the different and complementary styles of work that each member of the team brings to the children and ensures tasks are equally shared amongst the team to increase understanding.

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

### **Improvements since the last inspection**

At the previous inspection the registered person was requested to develop systems to ensure the manager is supernumerary, to develop a key worker system and to ensure written policies included procedures in cases of allegations against members of staff. These procedures have generally been carried out and the safety of the children in these areas has improved.

## **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 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):

- ensure the fire exits are correctly signed and emergency exit routes are kept clear and safe
- review administration of medicine policies and consent forms
- ensure contingencies are in place to cover staff breaks and absences
- ensure windows are made safe and premises are secure.

#### **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):

- develop resources and activities which promote positive images of disabled people (also applies to care).

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)