

# Manor Farm Day Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 116768  |
| <b>Inspection date</b>         | 22 November 2007  |
| <b>Inspector</b>               | Anne Mitchell   |
| <b>Setting Address</b>         | Manor Farm Middle School, Rose Avenue, Hazlemere, High Wycombe, Buckinghamshire, HP15 7PH |
| <b>Telephone number</b>        | 01494 814041  |
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| <b>Registered person</b>       | Katrina Wilsher   |
| <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 satisfactory. 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?

Manor Farm Day Nursery has been registered since 1991. The nursery operates from a single storey building within the grounds of Manor Farm Middle School in Hazlemere. The nursery serves families from the local surrounding areas. Children attend a variety of sessions. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure outdoor area.

A maximum of 30 children under eight years of age may attend the nursery at any one time. There are currently 62 children from three months to under five years on roll. Of these, 16 children are in receipt of funding for nursery education.

A total of 12 staff work directly with the children. Of these, 10 hold early years qualifications. The setting also employs a cook.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children's health and fitness is generally promoted in the nursery. They regularly use the well resourced outdoor area throughout the day. Babies are taken on walks around the school site and the local community. Children's home routines are followed with regard to eating and sleeping which ensures consistency in their care.

Staff usually encourage children to wash their hands at appropriate times, for example, after using the toilet and before food. Brightly coloured soap dispensers encourage children to use soap and there are paper towels available. However, several times during the day children forget to use the soap and use the same bowl of water. Children rarely use the paper towels, preferring to share two cloth towels to dry their hands. This does not fully support their health by reducing the risk of cross infection.

Appropriate nappy changing procedures ensure that children are comfortable at all times. Some staff wear gloves whilst others choose not to. Generally children are changed within the playrooms, however some staff change the children in the toilet area doorway. Consequently, children who use the toilet have to climb over the child on the changing mat. Staff interaction during nappy changing is good and this promotes children's emotional wellbeing. Children can be treated promptly in the event of having an accident because the majority of staff hold a current first aid certificate.

Children enjoy healthy nutritious lunches, such as minced lamb, potato and vegetables. A three week rota ensures that children have a balanced and nutritious diet. Any dietary needs are respected. Children have fresh fruit and a choice of milk or water in the morning and a biscuit and a drink mid-afternoon. Staff encourage children to have a drink at snack time, however, water is not always available throughout the day. Babies are encouraged to try and feed themselves and staff support their independence. Staff eat with the children, promoting small family group environment and encouraging children to have good table manners.

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

The provision is satisfactory.

Children are cared for in a safe, secure and welcoming environment. Access to the nursery is via a coded door lock. Staff generally encourage children to take responsibility for their safety. For example, when children are using the bikes and cars in the nursery garden staff remind them about not bumping into each other or other children who are playing with different activities. However, at times, children's misuse of toys and equipment puts others at risk.

Children choose from a suitable range of age appropriate toys and equipment. They can safely choose from a basic range of toys and activities. Children can request additional equipment which is stored on high shelves and generally do so.

Staff demonstrate sound awareness of protecting children from harm and neglect. They are aware of possible signs and symptoms of abuse and the setting's procedures to follow in the event of a concern. Some staff are aware of recording concerns and others would seek support from their line managers. Parents are made aware of the nursery's responsibility through the policies and procedures.

## Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are generally happy and confident. They participate in a range of activities. For example, babies enjoy shaking musical instruments while staff sing with them. Some enjoy joining in with the actions during the song 'Row, Row Your Boat'. Children benefit from the staff's positive interaction at these times. Toddlers participate in making salt dough. Each child has their own bowl and they show enjoyment as they stir the mixture. A member of staff introduces words like 'squidgy' and 'soft' to increase children's vocabulary. Staff plan and provide a generally suitable range of activities and play opportunities for each age group. However, at times activities for toddlers are too complex and not appropriate for their stage of development. For example, staff organise 'Kim's Game' where children have to remember objects removed from a tray. Most children know what has been removed, because they watch the object that is being removed, rather than using their memory. Staff who work with the babies plan informally, and frequently take the babies on walks around the school site and further afield in the local community. Older children enjoy free play at the beginning of each session. Most children enjoy listening to stories, however some children become restless and disrupt the story for others. Children have frequent opportunities throughout the day to play in the garden.

### Nursery Education

The quality of teaching and learning is satisfactory. Staff demonstrate a sound understanding of the Foundation Stage curriculum and over the course of the term plans cover all areas of learning. Staff are aware that planned activities cover many areas of learning. The weekly plan shows three stepping stones in each area of learning that staff want the children to cover. Additional plans show more detail about possible activities. This month children are exploring shape, colour and size. Individual staff plan activities for their own group of children. Activities are evaluated verbally through discussion with the manager of the setting, who advises staff of any weaknesses. However, this is not always effective as some activities do not provide sufficient challenge for more able children or additional support for younger children.

Staff do not complete written observations on children as they rely on their knowledge of individual children's development. However their knowledge does not always help them plan effectively for children's differing interests and abilities. Children's development records are a copy of the stepping stones. Key workers colour in the stepping stone a child has achieved and date it. However, there are no written observations to evidence the children's achievements. The children's records were last completed in August and are not up to date, and therefore do not show where children are currently in their development. Staff do not record how the next steps for children's development will be planned to develop their skills and learning.

At the start of each session, in the morning and afternoon, children enjoy free play. There are some resources in low level drawers, but many toys, games and books are difficult for children to access freely or safely. For example, jigsaw puzzles are stacked up on shelves and difficult to reach without adult help and books are displayed in a wall mounted display reaching almost to the ceiling. Children are free to ask staff for any activity and staff will respond to children's requests. Children have regular access to the well resourced garden area where they have opportunities to use physical play equipment, role play, a sand pit and opportunities to play with their friends. However, the level of supervision and ineffective behaviour management in the outdoor area limits children's learning opportunities.

Children are self assured and interested in many of the activities provided. They approach visitors with confidence and talk to them about what they are doing. One child tells an adult 'Look I've got some trainers with lights!' Children demonstrate independence in some areas. They put on their own coats for outdoor play and although they are supervised due to the location of the toilets, they wash their hands and use the facilities with growing independence. Children demonstrate suitable levels of involvement in most activities, although some lose concentration when the activity becomes too complex. Children have developed good relationships with each other. At lunchtime, a child asks another 'Can I come to your house?' The child replies 'Yes. That would be good! I can't have everyone coming at once though!' Indoors, children's behaviour is appropriate for their age and stage of development. Staff are quick to praise children. However, their behaviour in the garden is disruptive and on occasions they are physically aggressive towards adults and each other.

Children are developing their listening skills and will listen carefully to staff while they explain what they are going to do. They put down their percussion instruments when asked to do so, for example. They use language well. At lunchtime a child talks to a member of staff about her father's garden, saying, 'My dad grows flowers and beetroots and parsnips and carrots. I like beetroots but you mustn't drink the juice'. Children enjoy stories and participate well. However, at times some children lose interest and disrupt the story. Children will look at books individually while waiting for lunch or between activities, but they rarely choose books independently unless asked to by staff. Children are encouraged to write their own names on art work to develop their opportunities to practise emergent writing. During free play children have supervised access to pencils and paper to write and make marks but they have limited opportunities to write and make marks freely and as part of everyday play. Children are beginning to understand that text carries meaning as there are some labelled resources in the room, although these are limited.

Children are developing secure skills in mathematics. They learn about shapes and discuss the number of sides and points or corners each shape has. Occasionally, less able children lose interest. Children are encouraged by staff to use mathematical language in their play and one child tells another 'My necklace is longer than yours'. Children count with increasing confidence. The member of staff asks the children about the circle. One child says 'There's a circle on my dad's car. He's got four wheels too. One, two, three, four!'

Through planned activities children explore the natural environment. They grow carrots to harvest and eat. During a recent theme of 'Autumn' they discuss the changing seasons and why the leaves change colour, and what happens to the animals as the weather gets colder. Visits from the 'Zoo Lab' enables children to learn about and handle small animals and reptiles, such as rats, rabbits and toads. Children use glue and pre-cut shapes to design an umbrella. A computer in the main playroom enables children to explore information and communication technology. However, the computer is currently not in working order. Children learn about the cultures and beliefs of others through exploring cultural festivals and looking at African culture.

Children have opportunities to use glue, paper and glitter to create collage pictures. During free play and planned activities children have opportunities to explore colour and texture during painting activities. They use dressing up clothes during role play and in the garden they use their imagination well. For example, a small group of children spontaneously sing 'Bob the Builder' while playing with the 'cooker'. Opportunities to be spontaneous in their creative development is limited as children cannot access creative resources freely, unless provided by staff or as part of a planned activity. Children enjoy singing and do so with enthusiasm. They

use percussion to accompany their songs and are able to follow instructions to play loudly, softly, fast and slow.

Children's small muscle control is developing as they use tools, such as scissors to cut. At lunchtime, children are very capable in using a knife and fork and eat well. Their large muscle control is promoted through very regular opportunities to use large physical play equipment in the garden. Children pedal bikes, climb and balance with increasing confidence. However, due to the level of supervision and behaviour management in the outdoor area, children's opportunities for learning are not fully supported.

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

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. Children's individual needs are met because staff spend time talking with the parents. When children initially start parents complete detailed information on their children's interests, home routines and any specific requirements such as dietary needs. Children feel secure because staff talk with them about their families. Regular discussions with parents ensure that they are aware of their children's progress.

Children's behaviour varies. Some children are beginning to recognise how to take responsibility for their behaviour, whilst others are still learning about what is right and wrong. Some children become boisterous and knock into others. At times staff manage behaviour appropriately, using praise and encouragement and thank children for their help and participation. However, on occasions children's unacceptable behaviour goes unchecked because staff do not notice. For example, children have a disagreement over toys and they push each other. There are sound procedures in place to support children with additional needs and children for whom English is an additional language.

Partnership with parents and carers is satisfactory. They are provided with clear information about the setting. As children move from the toddlers group to the three and four year old group, parents are provided with information about the Foundation Stage curriculum. They are free to view their children's development records at any time and staff provide them with daily verbal feedback about their child's progress, routines and behaviour. In discussion with parents they say they feel that staff are approachable and are happy with how quickly their child has settled.

### **Organisation**

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides care. Children are cared for by suitable staff as there are appropriate procedures in place to ensure staff hold child care qualifications and they are fit to work with children. Induction procedures enable new staff to settle into the setting's routines and to become aware of the policies and procedures.

Space is organised to enable children to participate in a range of activities throughout the setting and there are regular opportunities for children to use the outdoor area.

Leadership and management are satisfactory. The registered person is a qualified teacher and states that she monitors the nursery education through regular liaison and discussion with staff

members. She is involved in staff's planning of the curriculum and observes activities regularly to assess activities are appropriate and children's learning is promoted. Staff appraisals are conducted annually and less formal one to one meetings are conducted every three months. Staff are encouraged to attend training when possible to promote their knowledge and understanding of child care issues. The setting has not had regular visits from the local early years advisory teacher for some time.

Required documentation is in place and held securely to promote the confidentiality of children and their families. There are a range of policies and procedures to reflect the care and education provided by the nursery. However, the procedures to promote children's health are not always effective.

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

At the last inspection the registered person agreed to ensure that toys and equipment are regularly maintained so they are clean and in good repair. They also agreed to ensure that staff follow good hygiene procedures during nappy changes to prevent the spread of infection. Toys appear to be in generally good condition although some storage boxes are grubby. Hygiene procedures are still inconsistent with all children sharing two cloth towels to dry their hands. Some staff do not use disposable gloves for nappy changing. An additional recommendation has been put in place following this inspection as little improvement has been made in this area.

### **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 satisfactory. 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 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 all staff manage children's behaviour effectively to increase their awareness of what is right and wrong and to show respect towards adults, each other and equipment
- promote children's health by reducing the risk of cross infection

## **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):

- improve the organisation of resources and activities to increase children's opportunities to choose freely and independently throughout the day
- effectively evaluate planned activities to ensure all children are suitably challenged or supported in their learning
- ensure children's developmental records are up to date to ensure staff are fully aware of children's progress and can plan effectively for the next steps in their 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)