

# Farthing Wood Private Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY286335
<b>Inspection date</b>	30 January 2008
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<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?

Farthing Wood Private Day Nursery is owned and managed privately. It opened under new management in 2004 and operates from self-contained premises. It is situated in the Skircoat Green area of Halifax. A maximum of 54 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, except for bank holidays. All children share access to a secure enclosed outdoor play area.

There are currently 50 children aged from nine months to under six years on roll. Of these 17 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 13 members of staff. Of these, 12 hold appropriate early years qualifications and six staff are working towards further qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are fostering a positive attitude to physical play and exercise through well-planned fun experiences. These include negotiating an obstacle course, enjoying games using a large parachute and occasionally going swimming. They explore, test and develop physical control as they balance on stilts, use large climbing equipment at the local park and participate in baby ballet classes. Children are active or restful through choice and babies sleep in-line with their individual needs and parents' and carers' wishes. Their well-being is enriched through accessing a healthy diet. Meals and snacks provided include pasta, pureed fruit and yogurt, carrot sticks and raisins. Children confidently ask for drinks when they are thirsty, as well as having water and milk regularly provided. All relevant documentation with regard to health, including specific dietary needs and consent forms, are in place and up to date. These positively safeguard children's well-being.

Children are learning about good personal hygiene through well-planned activities and routines. They are encouraged to wash their hands after using the toilet and use paper towels to dry them. Children also enjoyed a visit from the dental nurse, which raised their understanding of the need to keep their teeth clean. The staff promote good practice to prevent the spread of infection and keep children healthy. For example, they follow an appropriate procedure when changing nappies and wear disposable gloves. Clear records are kept in respect of accidents and medication and these are shared with parents and carers. An explicit sickness policy offers parents and carers information about exclusion periods for children who are unwell, ensuring children are not placed at undue risk of infection and illness.

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

The provision is good.

Children are cared for in a welcoming setting where positive steps have been taken to promote their safety and security. They are safeguarded well as the nursery is secure at all times. This is supplemented with effective procedures for adults collecting children. They are able to move freely as there is adequate space, which is clean and generally well-maintained. This reduces the risk of accidents. Children participate in activities fully as furniture and equipment are of an appropriate size. Those who go on outings are kept safe as they learn road safety procedures and understand simple rules, such as holding hands when crossing the road. These good practices are further supported and nurtured with a visit from the crossing patrol officer.

Children experience good levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. This includes smoke detectors on each floor, radiator protectors, stair gates and a rubberised safety surface in the outdoor play area. Regular risk assessments both indoors and out, reduce the risk of accidental injury. Children's knowledge about personal safety is encouraged by gentle reminders from staff to pick up the toys so they do not trip, road safety activities and fire drill practises. This positively contributes to children developing a sense of danger and how to keep themselves safe. Children are well protected as the staff have a sound knowledge and understanding of their role regarding child protection.

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

The provision is good.

Children enjoy their time at the nursery and are eager to participate in the variety of activities provided. These include sharing books, using construction toys and exploring water and sand. Staff offer appropriate levels of help and support to ensure that all children receive maximum enjoyment out of the activities. Younger children use movement and sensory exploration to make connections within their environment. Their interest is encouraged through a wide variety of manmade and natural resources. The affectionate and gentle care given by the staff enables them to develop a sense of belonging and trust. The planning of activities and experiences is led by the children's play and interests. This has a positive impact on the range of opportunities provided. The staff have recognised that the system used until very recently, to record children's progress was not effective. The new system of observing children and evaluating these observations to inform future planning is still being developed. Consequently, it does not effectively show children's ongoing progress yet. Children find the resources fun and sufficiently challenging, which helps to develop appropriate levels of concentration. Free play is incorporated into each day, where child-initiated play is encouraged and supported by the staff. Children show an awareness of shape as they complete a variety of puzzles. Effective use is made of the local area giving children a breadth of opportunities. Examples of this are where they visit the museum and butterfly park. Children delight in using their imagination, for instance, when they pretend to purr like kittens. Their communication skills are fostered well through various activities, including songs and rhymes. This results in good interactions between themselves and members of staff.

### **Nursery Education.**

The quality of the teaching and learning is good. Children settle quickly and happily on arrival and demonstrate familiarity with group routines as they sit sensibly for registration. They are confident, listen attentively during story time and join in enthusiastically with action songs. Daily calendar activities develop children's understanding of the passage of time. Staff interact with children in a positive way, which supports and develops their knowledge and understanding in all areas of their learning. Their mathematical thinking is promoted as they weigh ingredients for baking, compare their height on a related chart and play dominoes. Children use information and communication technology to support their learning, for example, they access a computer to participate in educational games. Children have a growing understanding of the world that they live in through a variety of well-planned and spontaneous activities. These include watching tadpoles develop into frogs and planting and nurturing sunflowers. Children enjoy mark making and are developing good hand-eye coordination. They have free access to a range of craft materials, which enables them to use their initiative well whilst being creative. Displays and plans show that all areas of learning are being covered well. As with the younger children, the staff caring for the pre-school age range have evaluated their current practice with regard to planning and recording children's progress. They have identified weaknesses and have just started to implement a more effective system for recording children's ongoing progress, which include written observations and linked photographs. Consequently, it is not fully effective as yet. Staff offer a range of imaginatively thought out experiences, including tie dying material. This results in children being inspired to participate. Children's all round development is fostered well, as the staff extend their learning and development by asking a range of open ended questions and by being actively involved in their play.

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

The provision is good.

Children are well settled in the friendly environment. A short induction period, including visits with parents and carers, enables children to become familiar with the new environment. The gradual settling in procedure ensures children's emotional well-being is met. Children's spiritual, moral, social and cultural development is fostered. The staff's positive attitude to equal opportunities ensures children have a good awareness of the wider community, for instance, when discussing people's differences. This is supplemented with some resources reflecting positive images of the world they live in. These are currently being developed and include jigsaws, books, posters and dolls. Children also celebrate a range of festivals that represent their own and other cultures, such as Christmas, Easter, Eid and Chinese New Year. This raises their awareness and understanding of different traditions and beliefs. Children are encouraged to share their feeling with each other and members of staff. They make pictures about what makes them happy and sad. Consequently, this has a positive impact on encouraging them to express their feelings and have empathy for others. Some members of staff have experience of caring for children with learning difficulties and disabilities. They have also attended some related training and show a positive attitude to providing an inclusive environment. The premises do not lend themselves well to being easily accessed by all children, due to the number of steps. However, the owners are keen to overcome any barriers to include and welcome any child.

Partnership with parents and carers is good. The proactive relationship between the nursery staff and the children's family is highly beneficial to the continuity of care that the children receive. Detailed information is shared with parents and carers daily, both verbally and with written diary sheets. Consequently, they are fully informed of the activities their children have participated in. This is complemented with a wide range of displays, a notice board and newsletters. Parental feedback is encouraged in a variety of ways, including the use of questionnaires. This enables staff to evaluate the service provided. Parents and carers are encouraged to be involved in the setting. Examples of this are where they bring in items for the heuristic play baskets and recyclable materials for model making. They also complete a written journal when it is their child's turn to take the teddy home for a weekend. This strengthens links between home and the nursery and fosters a feeling of stability and security for the children. The staff use a positive and consistent approach to managing behaviour, which takes into account children's understanding and maturity. Strategies employed include positive role modelling, explanation and distraction. Children are encouraged to consider the consequences of their words and actions for themselves and others. Consequently, they are gaining a good understanding of what is acceptable behaviour.

## **Organisation**

The organisation is good.

The leadership and management is good. The nursery is privately owned and the proprietors take an active roll within the setting. They are very supportive to the manager and show a very positive attitude to constantly reviewing and improving the standard of care and education provided. A generally robust recruitment procedure is in place, which safeguards children. This includes references for applicants being followed up and criminal record bureau checks being undertaken. However, applicants are not asked to confirm their suitability, both mentally and physically, to care for children, for instance, with a health declaration form. Consequently, there could be health related issues, which the owners are not aware of that could have a negative impact on children's welfare. The manager shows a commitment to the professional development of her team, encouraging training in all areas. She has a clear understanding of the curriculum

currently offered within the nursery and is starting to prepare for the changes to the Early Years Foundation Stage in September 2008. Consequently, she is able to foster good practice throughout. This is very well supported by her deputy who demonstrates a real enthusiasm for her role and is embracing the changes. Regular team meetings and individual supervisions enable the manager to monitor the nursery and encourage full participation from her team. This is further promoted with an incentive scheme. Relevant documentation for each child and staff member is in place and stored safely to maintain confidentiality.

Children's play opportunities are maximised through the effective organisation of space, time and resources. The use of the space available is constantly being reviewed. An example of this is where children in the toddler room now have free access to creative activities as the gate to this part of the room has been removed. This has a positive impact on promoting free choice. Each of the play rooms have different areas, which are suitable for the age of children it caters for. These include carpeted spaces and washable floor spaces. Consequently a range of activities can be participated in. The flexible routine incorporates time for children to play out every day, regular visits from the mobile library service and trips to places of interest. Resources are stored at the children's height to promote independence and enable children to use their initiative. Suitably qualified staff with a range of experiences have a positive impact on the quality of care provided. They are purposefully deployed, enabling children to participate independently and in groups.

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 provider was asked to improve the children's toilet facilities, paying particular attention to promoting the children's privacy. The owners have endeavoured to resolve this issue. They have introduced two different types of partitioning, which have not been successful. However, they are managing children's access to the toilet area more effectively to ensure their privacy is maintained. This has a positive impact on children's welfare.

### **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):

- further develop the recruitment procedure with regard to the applicants overall health, to ensure they are suitable, both mentally and physically, to care for children.

### **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):

- continue to develop the recording of children's developmental progress. (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)