

Acres of Fun Limited

Inspection report for early years provision

Unique reference number EY264744
Inspection date 03/11/2008
Inspector Rosemary Davies

Setting address Acres of Fun Day Nursery, Priors Court Road, Hermitage,
Thatcham, Berkshire, RG18 9SG
Telephone number 01635 203300
Email info@acresoffun.co.uk
Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Acres of Fun Limited nursery opened in 2003. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned. It operates from a detached house in two acres of grounds. It is located in the rural village of Hermitage, near Newbury, West Berkshire. Children use a range of rooms according to age, over two storeys and across two buildings. The new pre-school building is purpose-designed and is readily accessible. There is ready access to a variety of outdoor play areas. The nursery opens each weekday all year round, with the exception of bank holidays and a week at the end of August. It opens from 08.00 until 18.00.

The nursery caters for up to 100 children at any one time. There are currently 121 children from eight months to under five years on roll. Of these, 20 receive funding for nursery education. The nursery supports children with learning difficulties and physical disabilities, together with those who learn English as an additional language, as required. Children attend for a variety of sessions. They come from Hermitage itself, the surrounding villages and nearby towns. There is little cultural diversity.

The nursery has 39 staff of whom 20 hold appropriate early years qualifications at Level 3. Regular support is received from the local authority.

Overall effectiveness of the early years provision

All children enjoy a very positive experience of the Early Years Foundation Stage (EYFS) in this caring nursery. They are known exceedingly well individually and included in everything the provision offers appropriate to their needs. Children make good progress in their learning and development. Staff meet welfare requirements successfully, with children learning exceptionally well about healthy lifestyles. Staff lack familiarity with some requirements of the EYFS, owing to a lack of training, however, the nursery shows excellent capacity to maintain continuous improvement under the capable leadership of the senior staff team. Outstanding partnerships with parents and others concerned with the children, contribute substantially to children's well-being.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure staff are clear about their individual roles when supporting children's outdoor learning
- introduce a formal system of self-evaluation.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the record of risk assessment fully reflects the requirements of the EYFS (Documentation)

02/12/2008

The leadership and management of the early years provision

The senior staff team provides clear leadership for the nursery as a whole, with a well-planned vision for its future. Their evident commitment to improving the provision results in children using high quality environments that support their overall experience of the EYFS most effectively. Senior staff evaluate the nursery provision well, although a formal system is not in use. They realise that they are not fully conversant with all requirements of the EYFS; consequently, they seek advice from outside professionals on which they act promptly. Nevertheless, the record of risk assessment does not comply with the requirements of the EYFS.

Children's welfare is safeguarded well. They receive care and support from appropriately cleared staff. The proprietor maintains high staffing levels, which means that any absences do not affect children's care adversely. The nursery welcomes all children, promoting inclusion highly effectively. Each child receives special support and care from specified staff, so that individual needs are met effectively. Excellent partnerships with parents and others involved with the children, support children's progress in the EYFS extremely well. Staff seek advice from health visitors and the area's special educational needs coordinator, for example, when determining how best to help children with emerging learning difficulties. Staff deployment is good overall, although some staff lack direction when supporting outdoor learning. Staff demonstrate a wish to train and gain qualifications, appreciating support provided by the nursery.

The quality and standards of the early years provision

Throughout the nursery, children enjoy practical, play based experiences, appropriate to their individual stages of development. They benefit from playing in extremely well resourced environments. Notably, these support children's growing independence and development of physical skills very well indeed. Favourable adult to child ratios also contribute positively to children acquiring new skills, such as emerging speech, learning to carry on conversations, share and generally get on well alongside others. Older children gain early understanding in number, begin to write letters and enjoy books, all of which lay firm foundations for skills needed in future life. Children behave very well. Overall, staff interact well with children but not all are clear on what children might learn from outdoor experiences. Indoors, staff achieve a suitable balance of adult-led and child-chosen activities, although this is not the case outside where fewer adult-led activities are planned.

Planning throughout the nursery centres around the six areas of learning both indoors and out. Staff understand the value of observing children's play and assess what children do frequently. Currently, staff do not record the next steps for individual children's learning; however, they understand what these are, as they know the children so well. They are currently instigating a suitable new system with support from a local authority advisor. Staff incorporate children's interests into planning effectively, thus making some activities particularly appealing. This

encourages sustained play and helps children progress well because they are interested in what they do. A toddler shows particular interest in puzzles, for example, whilst an older child is fascinated by fish. Staff gain such information through both observation and feedback from parents, demonstrating the value of effective partnerships.

Most children clearly feel secure and settled in the nursery; any who need additional support receive it promptly. Staff care for children competently, keeping them safe and being fully aware of their responsibilities for protecting children's welfare. Children learn about the benefits of healthy living exceptionally well, spending lots of time in the fresh air and enjoying daily physical exercise. Older children help grow vegetables in the garden, producing pumpkins, which the nursery's qualified cook makes into soup. Children tuck into meals freshly cooked on the premises, benefiting from daily portions of fresh fruit and vegetables; quality meat is sourced locally. Kitchen hygiene is exceptionally good; children use a clean nursery environment. Children who become unwell whilst in the nursery receive extremely good, appropriate care from concerned, first aid qualified staff.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.