

Loversall Farm Day Nursery

Inspection report for early years provision

Unique reference number	EY301820
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Inspector	Carolyn Gifford

Setting address	The Courtyard, Loversall Farm, Loversall, Doncaster, South Yorkshire, DN11 9DD
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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).

Description of the setting

Loversall Farm Day Nursery has been registered since 2005. It is located to the south west of Doncaster in the hamlet of Loversall. The nursery is privately owned and a subsidiary to the adjacent Loversall Farm. The setting is open all year round from 07.45 to 18.00 Monday to Friday, with the exception of public holidays.

The nursery operates from a self-contained two-storey building. There is a secure, outdoor play area to the front of the premises, part of which is sheltered. Children also have access to an organic vegetable garden and a sensory play area. Members of staff regularly take children on walks around the surrounding farmland to look at the animals and to observe the farm at work.

The nursery is registered to care for a maximum of 52 children from birth to five years old at any one time. There are currently 103 children on roll, with children attending for varying days and times. The setting is registered on the Early Years Register and is in receipt of funding for the provision of free early education sessions for children aged three and four-years-old. The setting supports children with learning difficulties and/or disabilities.

There are nine full-time members of staff and nine part-time members of staff, 12 of whom hold appropriate early years qualifications. The setting has links with the local authority and receives support from the early years team and a support teacher.

Overall effectiveness of the early years provision

Overall the provision is outstanding. Highly skilled and motivated staff recognise the uniqueness of each child and provide a secure, vibrant and welcoming environment for children and their families. Inclusive practice is promoted exceptionally well as staff organise the daily routine to positively address the individual interests and developmental needs of all children. Systems for planning and assessment are robust and actively contribute to children making consistently good progress in all areas of their learning and development. A varied and purposeful range of excellent quality resources and equipment effectively builds on children's natural curiosity as learners, enabling them to develop a high degree of self-confidence and a very positive self-esteem. Action taken by the nursery as a result of recommendations made at the last inspection have had a significant impact in bringing about sustained improvement to the early years provision. The process of self-evaluation is rigorous and accurately identifies the strengths of the setting and areas for continuous improvement, such as extending knowledge and understanding of the Early Years Foundation Stage framework.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop knowledge and understanding of the Early Years Foundation Stage framework.

The leadership and management of the early years provision

All staff receive consistently high levels of support from the enthusiastic and inspiring owner, manager and senior staff at the nursery. This very effectively contributes to ensuring that the individual needs of all children are successfully met. One of the key strengths of the setting is the high level of commitment that all staff show to the continuous development and improvement of the provision. Clear and well written policies and procedures underpin the important areas of practice and are implemented exceptionally well throughout the nursery. There are effective systems in place to promote improvement via self-evaluation, appraisals and opportunities for staff to identify their training needs.

There is an excellent partnership with parents and all staff work actively to include parents and to encourage them to contribute to their children's learning. Regular meetings give parents the opportunity to share their views and experiences and feedback from parent questionnaires, and ones that they complete with their children, are discussed and any relevant action taken. This very effectively contributes to parents being fully involved and helps children to develop a very strong sense of belonging and to feel valued.

Children's welfare and safety is given utmost priority through detailed and rigorous risk assessments and excellent levels of supervision. Staff deployment throughout the setting is extremely well organised, which means that children can make choices about their play and learn skills to manage their own safety. For example, children carry out their own simple risk assessments and demonstrate how they consolidate their learning experiences as parents share with staff how children also talk about safety when at home. All staff have a high level of awareness of their role and responsibilities with regard to safeguarding children and there are robust systems in place that very effectively protect children.

The quality and standards of the early years provision

Children are extremely confident, settled and happy in the environment and with the staff. A wealth of experiences, with an excellent balance of adult-led and child-initiated activities, ensures that children make rapid progress in all areas of their learning and development. For example, children build their own structure using large construction blocks and planks on which they walk, jump and balance. Staff offer appropriate support and guidance that actively contributes to children developing their overall physical skills.

All staff use information from observations and assessments to inform planning for individual children, which very effectively contributes to children achieving very

well in relation to their starting points. Displays make the nursery environment extremely welcoming and the presentation of toys and resources allows for free choice and effectively promotes creativity and the development of independent skills. The print rich environment significantly enhances children's ability to make links to pictures and words, helping them to learn that print has meaning.

The nursery day is organised to give optimum challenge to children, creating play and learning opportunities that capture children's imagination and actively encourages independent choice both indoors and out. Staff have a flexible approach to planning, which takes into consideration children's varied interests on a daily basis. For example, when children observe and show great interest in a worm in the outdoor environment, staff extend children's knowledge and understanding by talking to them about where they think worms live, what they eat and how they move, introducing words, such as 'stretch' and 'constrict'. This very effectively enhances children's learning experience.

The setting offers a fully inclusive service and staff have a very good knowledge and understanding of the areas to consider when caring for children who have learning difficulties or disabilities. This means that all children's needs are met successfully and they make excellent progress in their learning and development regardless of background, ethnicity or culture.

All children show an excellent sense of belonging and self-worth through the first class interaction, care and attention they receive from staff. Children's behaviour is good and all staff employ appropriate behaviour management strategies that help children to learn right from wrong in a caring and very supportive environment. Staff have high expectations for children's overall care and education and effective use of praise and encouragement ensures that children are re-assured, valued and supported.

The good health of children is promoted extremely well as they are encouraged to make healthy food choices from the very good and varied choice available. The children learn about healthy living through activities that include planting and growing vegetables in the nursery's organic garden. They also enjoy the experience of playing in the sensory garden at the nursery, which is a quiet outdoor sanctuary where planting is designed to encourage mini-beasts and to create a sensory back drop for children to explore.

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?	1
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?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
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?	1

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 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.