

Farm Friends Day Nursery

Inspection report for early years provision

Unique reference number EY303577
Inspection date 24/02/2009
Inspector Janette Elizabeth Owen

Setting address Home Farm, Condover, Shrewsbury, Shropshire, SY5 7BT

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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).

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

Farm Friends Day Nursery was registered in 2005. It is situated in a two storey converted barn which is located in the grounds of a family owned farm on the outskirts of the village of Condover, close to Shrewsbury, Shropshire. The pre-school room is located on the first floor; there is no access by lift. Children have access to enclosed outdoor play areas, adjacent to the building and across the farm yard; there is also access to extensive rural walks and children over three years also attend a Forest School in the local area. The nursery serves Shrewsbury and the surrounding rural areas.

The nursery is open Monday to Friday from 08:00 until 18:00 and offers sessional or full day sessions and includes a breakfast club and an after-school facility. Children can access a variety of sessions within the opening hours. The nursery is registered to care for a maximum of 46 children in the early years age range at any one time. There are currently 104 children aged from birth to under five years on roll and 21 children in the breakfast and out-of-school club. The nursery currently supports children with learning difficulties and/or disabilities. The breakfast and out-of-school club is registered by Ofsted on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

There are nine members of staff, seven of whom hold appropriate early years qualifications to at least NVQ Level 2. The registered person is supernumerary. The nursery is in receipt of funding for early education and receives support from the Local Authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. A balance of child-initiated and adult-directed activities both indoors and outside enables children to make good progress towards the early learning goals. Records, policies and procedures are well-maintained, in line with requirements and reflect the generally good practice evident in the setting. The partnerships with parents and other agencies are good and satisfactory in regard to links with practitioners from other settings children attend. Staff demonstrate a good understanding of the needs of individual children based on observations and information provided by parents. They work effectively with parents and other professionals to support children who have specific learning difficulties and disabilities. The nursery owner has evaluated the quality of the nursery, resulting in a very well-managed provision with clear targets for improvement.

What steps need to be taken to improve provision further?

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

- develop systems to regularly share children's development and learning records and any other relevant information with practitioners from each

- setting a child attends
- further develop the partnership with parents to support and extend children's learning and development.

The leadership and management of the early years provision

The nursery owner has a strong commitment to continuous improvement of the nursery in order to bring about improved outcomes for children. The day-to-day organisation of the nursery is well-managed. Staff are well-qualified and training is ongoing. The effective deployment of staff contributes to the positive experiences provided for all children. Staff have designated roles and responsibilities and the key worker system ensured that children receive a good level of care and support. An effective system to monitor and evaluate the provision means that areas for improvement are identified and an action plan put in place to enable the provider to make changes where necessary. Parents are encouraged to share their views through questionnaires and on-going verbal dialog; this enables specific issues to be dealt with effectively such as erecting a solid stair gate on the first floor and providing meals suitable for vegetarians.

Staff have developed good relationships with parents and carers. There is a good two-way flow of information, regarding children's individual needs and daily routines. Parents are able to obtain information on their child's development through talking with staff, viewing children's developmental records or attending parents' evenings. However, there are some weaknesses in regard to how parents are encouraged to contribute to their child's learning. The working relationship with other professionals involved in the children care are very good, particularly in regard to supporting families and children with learning difficulties and/or disabilities and promoting an inclusive service. Arrangements for sharing children's development and learning records and any other relevant information with practitioners from each setting a child attends are not in place. This impacts on the continuity of care and learning children receive.

Children are making good progress in their learning and development supported by an educational programme which meets their individual needs. Staff have a sound understanding of the Early Years Foundation Stage (EYFS) and plan activities and experiences for children based on their interests and capabilities. They make effective use of teaching strategies, allowing children to become independent learners. The learning environment, both indoors and outside, is well-resourced providing good opportunities for children to acquire new skills and understanding.

Procedures to safeguard the health and welfare of the children are in place. Written policies, procedures and children's records are kept in line with requirements. Safety procedures and risk assessments are managed generally well and recruitment procedures ensure suitability checks are carried out on all staff. Staff attend training to ensure their understanding of child protection issues are up-to-date and implement the safeguarding policy to ensure children are protected from harm or neglect.

The quality and standards of the early years provision

Children's welfare is promoted effectively. A particular strength is the attention given to healthy eating. Children are provided with freshly prepared nutritious meals made from food which is sourced locally wherever possible. The nursery has received a Silver Healthy Eating award and is working towards Platinum level. Children learn the importance of healthy lifestyles by participating in regular exercise using the extensive outside play areas. They learn about foods through activities such as food tasting and making fruit smoothies. There are plans to extend children's understanding of where food comes from by introducing a gardening plot. Effective hygiene procedures are implemented by staff to ensure the risk of cross-infection is minimised and children follow good personal hygiene routines. Children learn about safety through the settings organisational procedures such as practising the evacuation drill and wearing fluorescent jackets when on walks around the farm. Children behave in ways that are safe for themselves and others; they are learning to be helpful and considerate and differentiating between right and wrong.

Children's independence and ability to make choices and decisions is supported by staff who encourage children to choose what they want to do and to manage their personal and physical development independently when ready to do so. They independently select activities they are interested in from the wide range provided. Staff make observations and assessments of children's progress and achievements and use this information to inform the planning so that children's knowledge and understanding can be extended. This means that children receive support in moving to the next steps in their learning journey.

Children benefit from the caring approach demonstrated by staff. They are able to settle well and feel secure, confident and self-assured. Their emotional well-being is well-supported. Children confidently talk to staff who respond appropriately, offering support, encouragement or with questions to extend children's language development further. Good quality resources are provided which enhance children's learning opportunities. Children use games and activities which enable them to develop their problem solving, reasoning and numeracy skills. Songs and number rhymes are used to help children learn about numbers and older children use this understanding when counting how many cups are needed at snack time. Colourful displays around the nursery and outside enable children to see that words and numbers have a meaning. Construction materials and craft activities allow children to demonstrate their ability to design, and make models. Messy play is enjoyed by children of all ages. The babies enjoy using their senses to experience the texture and feel of pancake mixture, using their hands to mix and drip the liquid.

Good opportunities are provided for children to learn about the world around them. Excellent use is made of the environment around the setting. Children in the pre-school room are able to participate in Forest School activities. This enables them to learn about the natural world, to use tools and materials in practical situations and to explore and investigate nature. Nature walks provide good opportunities for children to be active, to observe and find out about wildlife and plants round the

nursery. Activities are provided which enable children to learn about the wider world as they use resources which reflect other cultures and countries. They learn how different people live and celebrate, following traditions and events such as Chinese New Year.

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? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

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? | 2 |
| 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? | 2 |
| How well are children helped to enjoy and achieve? | 2 |
| How well are children helped to make a positive contribution? | 2 |
| 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.