

# Freedom Day Care Nursery

Inspection report for early years provision

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**Unique reference number** EY374384  
**Inspection date** 24/03/2009  
**Inspector** Sandra Daniels

**Setting address** Ford Farm, Braintree Road, DUNMOW, Essex, CM6 1HU

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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

Freedom Day Nursery was registered in 2008. It is registered to provide care for a maximum of 56 children from birth to eight years at any one time. There are currently 52 children on roll, 42 of whom are in the early years age group. There are currently no children with learning difficulties and/or disabilities or children who speak English as an additional language on roll, although effective systems are in place to meet the needs of such children. The nursery operates from a converted farm house and outbuilding situated on a rural business unit near Great Dunmow. There is a large fully enclosed garden available for outside play and the nursery keeps pets; currently one chicken and some rabbits. The setting employs 11 members of staff, seven of whom hold appropriate early years qualifications. There are also several members of staff who are working towards childcare qualifications at Levels 2, 3 and 4. The nursery operates each weekday from 08.00 until 18.00 throughout the year. The setting receives support from the local authority. Freedom Day Care Nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are engaged and enjoy their time at the nursery. Close relationships have been established, both with children and parents alike, to ensure staff have good knowledge of children's routines and interests in order to organise appropriate learning opportunities that celebrate their uniqueness. There are systems in place to monitor children's progression towards the early learning goals. A strong and dedicated team work very well together to improve outcomes for children ensuring their individual needs are routinely met and that each child is fully included in the life of the setting. They have a good sense of direction although the monitoring and evaluation of the provision is in its early stages.

## What steps need to be taken to improve provision further?

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

- develop the systems for observational assessment to provide a clear record of each child's progress towards the early learning goals
- consider different ways of providing opportunities for children to develop early writing skills, for example, in role play scenarios
- consider ways in which children's independence can be further promoted, for example, at meal times and when labelling their own work
- develop a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that supports continuous improvement.

## **The leadership and management of the early years provision**

The joint providers have a clear vision for the future of the setting and are committed to the aim to involve all the staff in developing ways to enhance the service through shared ideas and ongoing training and personal development. The staff team support these aims, although it is acknowledged that the setting needs to develop its culture of reflective practice and self-evaluation further in order to support continuous improvement. The setting benefits from a high ratio of well-qualified staff, with the providers being supernumerary and able to provide cover as necessary. Many staff have current first aid training and this ensures that children receive appropriate care in the event of an accident.

Parents receive detailed initial information about the setting in their welcome pack. There are regular meetings planned for parents and these will include reports on children's achievements and progress. Individual daily record books for babies include such information as activities, meals taken, sleep times and nappy changes. These may also be used by parents to highlight any problems or information that may affect their child's care. Verbal exchanges of information between all parents and practitioners takes place on a daily basis so that parents remain well-informed about their child's day at nursery. However, they are not always sufficiently involved in their child's learning and development in terms of contributing towards planning children's next steps.

Children are very well safeguarded. All staff are fully aware of their role and responsibilities to protect children from harm, and know the correct procedures to follow should they have any concerns. A comprehensive safeguarding policy is shared with parents and meets the requirements of the Early Years Foundation Stage (EYFS). All other regulatory documentation, and supporting policies and procedures, are in place and well maintained.

## **The quality and standards of the early years provision**

Children are provided with a good range of opportunities to help them make progress across all areas of learning. They are able to move around freely indoors and the large outdoor area is safe for children to enjoy fresh air and their play. Children display great enthusiasm for activities and the toys and resources are easily accessible. This encourages children to develop their independence and make choices. However, some other opportunities to support children's growing independence are missed. For example, at meal times and when labelling their own work.

Children choose number activities during free play, they enjoy number rhymes and songs and begin to count confidently. They also use mathematical language during free play activities and staff encourage children to make comparisons such as tallest or shortest. Children learn about weighing and measuring during practical activities, such as cooking, and have opportunities to learn about changes that occur when water is added to flour or food colouring to the mixture, because staff always respond to children's interests and encourage them to talk openly about

what they are doing. Children respond with their senses to many experiences such as, tasting different ingredients and touching a range of contrasting textures. They express themselves creatively and use their imagination when painting, drawing and playing with small world equipment. They love to use their imagination in role play scenarios. For example, pretending to be fire fighters and using the garden hose to put out a pretend fire. Their learning is reinforced by the skilful introduction of new key words, such as hose, ladder and extinguish, but opportunities for children to develop early writing skills are sometimes missing from the role play areas. Children have opportunities to learn about themselves, each other and the world around them because there are resources that reflect positive images of all aspects of society in the nursery and children also take part in trips within the local community. Activities are planned to cover all areas of development and to follow the interests of individual children. Systems for observational assessment are developing well and are beginning to provide a clear record of each child's progress towards the early learning goals.

Children are developing good hygiene practices and becoming independent in their personal care. They are supported to wash their hands before eating and older more able children automatically wash their hands after using the toilet. Children are encouraged to eat healthily. They are provided with a range of fresh fruits, receive drinks throughout the day and fresh drinking water is readily available for children to help themselves. Meals are cooked on the premises from scratch and using fresh ingredients, so children remain well-nourished. Children learn to take care of the toys and resources as they help to tidy up and they are learning to take responsibility for their own safety. For example, children practise the emergency evacuation procedures on a regular basis and therefore become familiar with the routine in the event of an emergency.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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 registration.

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.