

Dodford Farm Daycare Nursery

Inspection report for early years provision

Unique reference number EY294588
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Inspector Susan Esther Harvey

Setting address Dodford House Farm, Dodford Lane, Christian Malford,
Chippenham, Wiltshire, SN15 4DE

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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

Dodford Farm Daycare Nursery Ltd. opened in 2003 and operates from a purpose built building in Christian Malford, Wiltshire and is accessed by a ramp from the path. Children have access to an enclosed outdoor play area. The nursery is surrounded by countryside serves the local community and the surrounding areas. It is open each weekday from 07.30 to 18.00 for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 53 children may attend the nursery at any one time. There are 73 children from birth to under five years on roll, some in part-time places. The nursery currently/can supports children with learning difficulties and or disabilities.

There are 14 members of staff, 12 of whom work directly with the children and hold appropriate early years qualifications to at least NVQ level 2. The setting provides early education for three and four-year-olds'.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are cared for in a stimulating, creative and inclusive environment. The process for self-evaluation is effective and fully supports the outcomes for children's welfare, learning and development. The uniqueness of each child is routinely met by staff and management, through well planned resources and activities. Effective contact with parents ensures that staff know the individual needs of the children in their care. Children make good progress in all six areas of learning. Staff reflect on their practice and make improvements which has a positive impact on outcomes for children.

What steps need to be taken to improve provision further?

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

- further promote children's imagination and make believe by continuously using resources to create props so that role play can be exciting and stimulating
- develop opportunities which will further extend the partnership with parents and others using the experiences children bring into the nursery as part of their learning plan

The leadership and management of the early years provision

Staff and manager organise the nursery and daily routines very well so that all children are provided with a variety of learning opportunities in a safe and secure environment. Good quality resources are at a level that children can access easily, in order to help to them and make choices for themselves. All children have opportunities throughout the day to play outside and take walks with staff in the

surrounding countryside. This experience is unique and includes seeing goats, sheep, ducks and hens in farming setting. Clear procedures are in place to assess any risks and encourage children to begin taking responsibility for their own safety. This includes climbing and running freely in wide open spaces, as well as having access to a soft play area. This is of benefit to younger children to help them increase their mobility in a safe environment.

The manager has a secure understanding of child protection procedures which supports children's well-being. Even though there is a strong commitment in providing parents with a wide range of information about their child in the nursery, there are few opportunities for parents and others involved in the children's care, to share learning experiences at home or in other settings. Parents evenings are popular and daily information sheets keep them informed about what children have enjoyed and taken part in during the day. Good routines help children to settle each day in the nursery. Young children have a photographic visual reminder of the daily routine, as a result, they are confident in knowing what to expect throughout the day. Children with additional needs are well supported through the close contact with parents which helps to provide welfare and learning opportunities for all children.

Staff and the manager regularly reflect on their practice using evaluations and parental questionnaires to identify further improvements. For example, comments from parents about the children's menu, led the manager and cook to review what children were provided with for snack and meals; children were also consulted in helping to make the menu varied and interesting. Children benefit from the commitment staff have to further their professional development by attending training sessions and courses. For example, a story telling course improved the way staff tell stories, making them fun and exciting for the children to enjoy.

The quality and standards of the early years provision

The nursery provides good quality care for all children. They are happy and settled in the company of staff and enjoy taking part in activities. For example, babies are loved and stimulated with an interesting range of toys and resources such as gloves with bells on the end of the fingers and ribbons to encourage them to experience various sounds and textures. Young children are encouraged to be independent and begin making choices for themselves, after choosing a book, they sit and listen to the story. Children in the pre-school learn how to listen to different sounds playing a variety of instruments, they play quietly and loudly following instructions from staff to listen and play. Appropriate questioning techniques by staff enables children to think through a problem for themselves, such as, how to build a wooden train track around the room.

Children are well behaved. Staff are good role models and carefully show the children what affect their behaviour has on others. Young children learn how to share through staff members' sensitive management of the situation. Staff are kind, patient and energetic, which gives children a secure feeling about themselves. Through a positive attitude by staff, all children learn a mixture of life skills. This includes learning to work together as a team, taking turns and the

importance of regular fresh air leading to a healthy life-style.

Children's health is improved through healthy snacks and meals. They learn how to wash their hands appropriately following a sequence of photographs displayed in the bathroom near to the sinks. Children's knowledge about their bodies is helped by the presence of Egbert the skeleton. Children are familiar with the bones and talk about them being a 'frame' for their bodies. Fresh drinking water is readily available and children know when they need a drink and are confident to ask staff for water. Children in the pre-school learn skills for their future well-being such as taking turns in setting the table for lunch, laying out the placemats and knives and forks. They confidently pour their own milk or water from small jugs and politely wait until all have received their food before starting.

Children experience first hand learning about the world around them. One of the strengths of the nursery is that children have a positive experience of being among animals. They have the chance to care for lambs and chickens and are immersed in the life of a working farm. Children enjoy cooking and planting seeds. They learn about the wider community with visits from the fire service and local potter. They are introduced to the various festivals in a practical way. For example, while celebrating Chinese New Year the pre-school role play area was changed into a restaurant which gives children the opportunity to express themselves. Also young children can choose from photographs showing an example of equipment they can use to set up in the role play corner, like hairdressing resources and pictures. However, the growth of children's imagination through role play lacks continuity. All children have the chance to spend time together throughout the day, giving brothers and sisters the opportunity to meet and play which highlights the caring family ethos of the nursery.

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 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.