

Upper Knapp Farm Day Nursery

Inspection report for early years provision

Unique reference number EY313352
Inspection date 12/08/2009
Inspector Zahida Hatia

Setting address Upper Knapp Farm, Manor Avenue, Cam, Dursley,
Gloucestershire, GL11 5JF

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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 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

Upper Knapp Farm Day Nursery opened under new management in 2005. It operates from four rooms in a private property on the outskirts of Dursley in Gloucestershire. A maximum of 42 children may attend at any one time. The nursery is open each weekday from 08:00 to 17:30 for 50 weeks of the year. All children share access to a large sensory outdoor play area which is fully enclosed.

The group is registered on the Early Years Register. There are currently 87 children aged from six weeks to under five years on roll, all of whom are in the early years age group. Children come from the local catchment area. The nursery currently supports children with special educational needs. Currently there are no children who speak English as an additional language at the nursery.

The nursery employs a team of 12 part-time and full-time staff who work with the children. The deputy holds an NVQ level 3 qualification and the play leader for the pre-school group has achieved an NVQ level 4 qualification. Another member of staff holds an Early Years Professional qualification. The remainder of the staff either hold appropriate early years qualifications or are working towards a qualification. Staff use aspects of the High/Scope teaching method. The nursery receives support from a teacher advisor and a special needs co-ordinator from the local authority. The setting is a member of the National Day Nurseries Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery has a good understanding of children's individual needs and effectively promotes their welfare and learning. The children are cared for in a safe and secure environment which is welcoming and inclusive for the children and their families. There are good working relationships with parents, carers and early years providers who are kept well informed of the children's daily routines, care and learning. Effective systems for self-evaluation are in place.

What steps need to be taken to improve provision further?

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

- ensure that risk assessment records include the date of future reviews clearly stating when they will be carried out and by whom
- continue to develop evaluative observations to enhance planning for each child's continuing development

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

- ensure all members of staff understand the safeguarding policy and procedure, with particular regard to the lost child procedure (Safeguarding)

31/08/2009

The leadership and management of the early years provision

The nursery's policies and procedures positively promote children's health, enjoyment and achievement. A sound safeguarding policy and procedure is in place and staff are aware of their child protection responsibilities. However, not all staff have a clear understanding of the procedure to follow in the event of a child going missing. This is a breach of regulations. Regular risk assessments ensure hazards are reduced and staff follow a clear site security policy to ensure children can play safely and enjoy their time at the nursery. However, the records of regular safety checks do not include all of the relevant information. For example, risk assessments do not clearly state when the next assessment review dates are.

The staff's positive attitude towards professional development enhances the quality of the childcare provision. A detailed written self-evaluation document is in place which identifies key strengths and areas for development. As a consequence of this work, all of the recommendations from the last inspection have been addressed successfully.

Staff have a close relationship with parents and this has a positive effect on the children's confidence. Parental involvement is always encouraged, and parents are regularly invited to meet with their child's key person to discuss their development. Parents also contribute their thoughts and ideas through informal discussion, comments in the suggestion box and questionnaires. A good range of information is displayed throughout the nursery for parents.

The children's health is well promoted. Children enjoy nutritionally balanced meals, freshly prepared by the cook. The nursery recently received a four star rating following an Environmental Health inspection. Staff maintain good levels of hygiene and follow stringent procedures that help to prevent the spread of infection.

The quality and standards of the early years provision

The setting provides a very warm and welcoming environment for children. Displays of colourful posters, children's artwork and photographs contribute to their sense of belonging. A varied daily routine provides opportunities for children to be active as well as rest, which contributes to their overall sense of well-being. The wide range of play materials is readily accessible and rotated to vary children's interests. This enriches the learning environment and encourages them to become active learners. The staff ensure that their time is primarily spent promoting children's learning by supporting them in their play and encouraging them to have fun.

The staff are building up a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. They understand the importance of providing purposeful play and supporting the children's learning

through encouragement, praise and role modelling. Routines include a balance of child-initiated and adult-led activities. Planned activities link into the six areas of learning and identify the intended learning outcomes. Key practitioners adequately assess the children in their care through assessments and observations.

Observations identify the learning areas that have been covered and what the child has achieved. From this information, staff identify the next steps for learning for individual children but on the whole not all observations carried out are evaluative.

Children move around with confidence, exploring and investigating a good range of accessible play materials. For example, babies show their curiosity as they take everyday resources from around the room. Babies are given treasure baskets to explore; they examine various toys and equipment made from a range of materials, such as metal, wood and fabric. The toddler group develop competence in the use of tools and equipment in their creative play, as they paint, stick and cut out shapes.

Staff interact well with the children, gently supporting their play and promoting learning. Pre-school children develop concentration, language and literacy skills as they sit and listen to stories. Staff use visual aids as prompts during group activities, such as soft toys, an indoor tent and musical instruments to help the children to focus on their language and communication skills. Children have many opportunities to play imaginatively as they care for their dolls, play shop and access small world materials. Younger children explore their environment as they seek out activity toys and learn how to operate them by pressing the different buttons. Mark making opportunities are extended throughout the environment and the outdoor play areas.

Children select books independently and enjoy listening to stories and looking at the pictures. Their literacy skills are further extended with the use of book bags which parents are encouraged to take home. The nursery has a particularly well resourced and imaginative outdoor area which promotes children's understanding of the environment. They are very excited to play in the nursery's sensory garden area where a recently built woodland walk stimulates children's imagination, as they walk through the path climbing and crawling through a tunnel constructed from willow. A broad range of activities and resources are provided to raise children's awareness of diversity. For example, a member of staff had recently holidayed in India and brought back artefacts from her visit which are displayed throughout the setting.

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

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