

Street Farm Day Nursery

Inspection report for early years provision

Unique reference number	EY227187
Inspection date	03/03/2009
Inspector	Deirdra Keating
Setting address	Station Road, Elmswell, Bury St. Edmunds, Suffolk, IP30 9HD
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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

Street Farm Nursery is privately managed and one of two nurseries owned by the proprietor. It opened in 2003 and operates from two specifically converted residential buildings. Children have access to an enclosed outdoor play area. The nursery is situated in Elmswell, Suffolk. It is open each weekday from 08.00 to 18.00 for 52 weeks of the year.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 46 children may attend the nursery at any one time. There are currently 120 children aged from birth to eight on roll, some in part-time places. The setting has strategies in place to support children who have learning difficulties and/or disabilities and who are learning English as an additional language.

There are 24 members of staff, 20 of whom hold appropriate early years qualifications to at least NVQ Level 2. The nursery provides funded early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery is led by a dynamic and motivated staff team who value the process of self-evaluation and work extremely hard towards continuous improvement. The nursery promotes a safe and inclusive environment in which all children and their families are valued. Effective partnership working with parents and local schools ensures that all children can fully participate in the setting and make good progress in their learning and development.

What steps need to be taken to improve provision further?

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

- review the organisation of snack and meal times to ensure every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

The leadership and management of the early years provision

Staff work extremely well together as a team and there is clearly a common sense of purpose amongst them. Those in charge have high aspirations for quality which is evident through on-going improvement plans which have been well-targeted and take into account the views of parents, staff and children. For example, the plans to change the outdoor area are displayed for parents and children and have been developed using parental expertise. Recent changes to the younger children's outdoor area have also had a positive impact on children's outdoor play

experiences. The comprehensive self-evaluation reflects the setting's ability to reflect and improve practice.

The staff team are strongly focused on helping all children to make good progress in their learning and development and on promoting their welfare to a high standard. The nursery runs very smoothly on a day-to-day basis, systems work efficiently and staff are deployed well which ensures children receive high levels of support and attention. Written policies and procedures underpin all areas of practice and are meticulously maintained ensuring that all children are fully safeguarded. The systems of recording children's learning and sharing this with parents works well across the nursery, parents are actively involved and therefore able to support children's learning and development. The staff pro-actively promote information about the Early Years Foundation Stage and have set up an evening to provide more information for parents. The management have also set up good links with other local provisions and other professionals to ensure communication systems are well-developed. Diversity is valued and staff are highly effective in ensuring that all children are integrated well and achieving as much as they can.

The quality and standards of the early years provision

Children are provided with good opportunities to help them make consistent progress across all areas of learning and development. The planning system works extremely well with all key staff making detailed and informed observations that are collated weekly into activities that are relevant and challenging for each child. Staff take great pride in children's written records; these give a comprehensive overview, clearly detailing children's next steps toward the early learning goals and memorable moments shared in the nursery and at home. They give a colourful overview of children's progress and learning, are enjoyable to read and highly valued by parents.

The homely indoor environment is reassuring and comforting for all children, while staff provide interest through novelty from time to time and are quick to use everyday events as learning opportunities. The delivery of a new soap dispenser gives an interesting challenge as children work out how to put it together and make it work. This gives children a chance to think critically and solve problems; the involvement in this encourages children to wash their hands. Children learn about waste and transport as they watch a skip being loaded from a lorry outside in the car park. Staff ask children to think about how the skips are changed and children watch with interest listening carefully to the increased engine noise as the hydraulic lifts work. They discuss a range of possibilities using language well to describe what's happening and predicting different outcomes. After snack time, staff introduce a bowl of water and cloths for younger children who thoroughly enjoy washing-up. Staff use children's home lives as a starting point of conversation encouraging links between home and the nursery. Children enthusiastically roll up their sleeves and wash plates squeezing out their cloths and enjoying the texture of the bubbles, while they talk about their homes. Children enjoy fresh healthy food cooked on the premises by staff who have attended food safety training. Staff actively encourage children to drink water throughout the

session.

Children are able to make choices in their learning from the good range of activities that are set out to look inviting and attract their attention. The indoor and outdoor environments link so that children enjoy free contact with the outside world enjoying fresh air and exercise daily. Babies and young children thoroughly enjoy their stimulating outdoor area, they play in the willow dome and run over a wooden bridge. Exploratory and messy play enable them to explore textures such as shaving foam, sand, bark and compost. Wheeled toys are popular and children make good use of the space pushing prams and cars freely around enjoying the freedom of movement. Older children confidently refill the water tray transporting water from inside and developing new skills as they carry it out with steady hands. Staff try to encourage children to understand how to behave outdoors and inside by talking about personal safety when children run. The staff have an thorough understanding of creating a safe and welcoming environment in which risks to children are carefully minimised. Risk assessments are carried out daily and recorded in line with the Early Years Foundation Stage.

The organisation of the day provides children with a balance of adult-led and child-led activities where children enjoy plenty of choice and generally make decisions about their learning; however, during transitional times as staff prepare for meals and snacks, children sit for long periods and become restless and boisterous. Staff support children in using a range of ICT to include cameras and programmable toys in addition to computers. Children learn how to use the digital camera and take several pictures of a model they have proudly made. This practical application of their knowledge and skills promotes self-esteem and values their efforts. Children are building on the experience they have to build up ideas, concepts and skills, they walk in the local environment and then enjoy a follow-up activity of making maps and drawing the route that they walked.

Staff are special to the children who hold special staff in mind and have developed a genuine bond with them. They are tactile and have built close relationships with children who eagerly request their favourite member of staff to sit with them. Subsequently, children feel happy and secure and are confident to explore and to try out new things. Young children participate with high levels of involvement as they explore a range of media and materials, finding out about texture and colour as they liberally paint their hands letting the paint drip between their fingers and mixing the colours. Staff support this activity extremely well as children learn from the tactile experience; they ask open-ended questions and follow children's interests encouraging them to participate using their own preferred method.

Babies have their individual needs met well with staff adapting personal care routines to allow them freedom of choice. Individual routines from home are carefully adhered to providing security and good continuity of care. Children's families are highly valued at the nursery; photographs displayed at a low-level encourage children to recognise their family members, they take their pictures and achievements over to the photographs giving them a sense of belonging and pride. Parents are given daily slips detailing young children's welfare routines and are extremely positive about the systems of communication and the approachable and flexible staff.

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.	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?	2
How well does the setting work in partnership with parents and others?	1
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 registration or 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.