

# Heath Farm Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY152446
<b>Inspection date</b>	27/05/2009
<b>Inspector</b>	Melanie Arnold

<b>Setting address</b>	The Granary, Heath Road, Dunholme, Lincoln, Lincolnshire, LN2 3QD
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<b>Type of setting</b>	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).

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**

Heath Farm Day Nursery was registered in 2002 and is privately owned. It operates from a purposely converted barn situated on the outskirts of Dunholme village, Lincolnshire. The nursery rooms are divided by low level gates and comprise of four playrooms including a baby room with sleeping facilities. There is a secure, enclosed area provided for outside play, which includes a vegetable garden, nature garden and play area. The nursery is open Monday to Friday from 08.00 to 18.00 all year round, with the exception of bank holidays and for a week at Christmas.

The setting is registered to provide care for a maximum of 40 children within the Early Years Foundation Stage (EYFS). The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 81 children on roll, all of which are within the EYFS. Of these, 39 children receive funding for early education. The nursery employs 20 staff, 14 of whom hold appropriate early years qualifications. Five members of staff are working towards a qualification in childcare.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children's welfare is promoted by vigilant staff, who implement the settings clear policies and procedures well. All children are treated equally and recognised as unique individuals who receive good levels of support, ensuring they are fully included and have their specific needs met. Mainly effective systems help the majority of children to make good progress in their learning and development and some children to make very good progress. The setting have developed effective partnership working with parents and carers, but have yet to fully establish these links to other providers to promote an integrated approach to children's care and learning. The planning for improvement including the process of self-evaluation is effective, which helps to promote continuous improvement.

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

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

- develop better links with other providers who are involved with the children, to fully promote the continuity of their care and learning
- develop further the system to link observations and assessments to planning to ensure clearer learning priorities are identified for individual children.

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

Children are cared for in a safe, secure environment, where the good deployment of staff helps to ensure their safety. Clear procedures, including a record of risk assessment, helps to maintain a safe environment through the identification and minimisation of potential hazards. The environment is well organised, with a clear routine in place to enable older children access to a wider range of resources as they move around the different rooms within the nursery. Babies are cared for in their own separate base room, where they access developmentally appropriate toys and resources. Staff begin developing clear links with parents and carers when children first attend the nursery on trial sessions. This enables good communication channels to be established, encouraging the exchange of clear information to ensure children's individual needs are met from the outset. Although links with other providers who are involved with the children are in the process of being developed, they are not yet fully established to ensure children benefit from an integrated approach to their care and learning.

All necessary records, policies and procedures required for the safe and efficient management of the EYFS, are in place, completed well and regularly reviewed. For example, clear recruitment, vetting and induction procedures are fully implemented, to ensure the suitability of all staff. The majority of staff hold appropriate early years qualifications and current first aid certificates, ensuring children's welfare is effectively maintained and promoted. The setting strives to make continuous improvements and they have developed their practices by working on the recommendations raised at the last inspection. For example, children are now split into two groups for snack and meal times, which has had a positive impact on their behaviour. An effective system of self-evaluation, which takes into account the views of everyone involved with the setting, identifies the settings strengths and clear targets for future improvement. These targets are clearly monitored by the manager to ensure the setting is continually enhancing the service they provide.

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

Children are making good progress towards the early learning goals, with some older children achieving very well because of the skilled, knowledgeable staff team who effectively question and challenge these children. The environment is well organised, with low level storage in each room creating an accessible environment where children freely initiate their own play. Planning systems, incorporating children's interests, ensure the six areas of learning are promoted. Observations and assessments record children's achievements and they are regularly shared with children's parents and carers. However, these systems are not always effectively used to fully inform future planning for individual children's next steps for learning. All children enjoy participating in a balanced range of adult-led and child-initiated activities delivered through indoor and outdoor play. Staff engage well with children during their play, creating purposeful learning experiences. Babies are well supported by the caring staff team. Their learning is promoted through staff providing a wide range of hands on play and exploration experiences,

which encourages the use of their senses. For example, babies enjoy exploring the feel and texture of play dough, while others enjoy exploring the cutters as they empty them out of the box.

Toddlers enjoy freely accessing messy play experiences, developing their creativity as they have fun playing in the sand, water, with jelly or when painting or sticking. Children enjoy listening to short stories and they have fun recalling and singing nursery rhymes from memory. All children are learning about where their food comes from as they plant and help to care for a range of vegetables. Pre-school children's learning is effectively promoted through the skilful approach of staff. For example, during daily discussions children confidently recall the days of the week, count up to the current date and discuss the weather. Children show a good understanding of linking sounds and letters, correctly identifying children's names when staff say the initial letter sound. Their understanding of number is also effectively promoted when staff encourage them to complete simple calculations. For example, children correctly identify numbers when asked and they can add numbers together stating how many there is in total. Some children are also very skilled at more complex calculations, identifying that two and four make six altogether, therefore their picture of three items and another picture of one item, will be needed to make ten.

Clear policies, practices and procedures contribute to children's welfare being promoted. For example, children are safeguarded because staff have a good knowledge of child protection procedures and the implementation of good health and hygiene routines helps to prevent cross infection. A clear exclusion policy also contributes to maintaining a healthy environment for all children. Children benefit from a healthy range of snacks and meals, which are freshly prepared on the premises each day. These good practices help children to learn about maintaining their own health and safety, which is further promoted through activities and people of interest visiting the setting. Children share, relate well to each other and play co-operatively. Their good behaviour is promoted through staff using positive behaviour management strategies. Staff act as positive role models, listening and treating all children with equal care and concern. This encourages children to learn to respect and value each other as individuals. Children learn about differences and diversity through activities and their play. All of which lays a secure foundation to encourage children's continued learning and development.

## 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

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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