

Brunts Farmhouse

Inspection report for early years provision

Unique reference number	EY242922
Inspection date	06/05/2009
Inspector	Georgina Walker

Setting address	East End, Long Clawson, Melton Mowbray, Leicestershire, LE14 4NG
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Telephone number	01664 822188
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Email	bruntsfarmhouse@hotmail.com
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Type of setting	Childcare on non-domestic premises
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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

Brunts Farmhouse Day Nursery opened in 1990. It operates from purpose built premises in Long Clawson, Leicestershire. The nursery serves families from the Vale of Belvoir. There is a step into the main building and two steps into the role playroom which is also used as a staff room and for meetings. There is a secure outdoor play area. The setting is registered on the Early Years Register to care for 33 children from birth to five years and there are currently 44 children on roll. This includes children who receive funding for early education. The setting does share and/or seek information in partnership with one other Early Years Foundation Stage (EYFS) setting the children attend. The setting supports children who speak English as an additional language.

The nursery opens five days a week all year round, except Bank Holidays, and sessions are from 07.00 to 18.00. The setting employs eight full time staff and two part-time members of staff who work with the children. Most of the staff hold appropriate early years qualifications. The nursery is owned by a partnership. One of the partners holds an early years qualification and works in the setting. Day to day responsibility of the nursery is delegated to the manager, supervisor and deputy. The setting receives support from two members of staff from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children eagerly engage in a stimulating range of activities and the inclusion of all children is promoted and their unique needs addressed as there are excellent relationships formed between staff, parents and carers. However, some record keeping and information relating to languages spoken by the children and partnerships with other settings the children attend are not robust. A welcoming environment is created to ensure all children are happy and enjoy themselves as they play and learn. However, the comprehensive risk assessments are not consistently followed to assist in safeguarding children. An ongoing evaluation of the service and action plans ensure the welfare and learning requirements are constantly monitored and practises improved for the benefit of the children.

What steps need to be taken to improve provision further?

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

- develop the staff's awareness of the importance of robustly identifying and removing potential hazards to children as indicated in the comprehensive risk assessments
- devise methods of seeking and sharing information with parents and other providers which assist in ensuring all children's individual progress
- ensure accident, incident and medication procedures fully meet requirements and assist in safeguarding children.

The leadership and management of the early years provision

Self-evaluation has been a worthwhile aspect of the setting to identify tasks for continuous improvement. Staff attendance at training and meetings has led to the development of a committed staff team whose focus is to increase knowledge and support the children. A comprehensive staff induction regarding policies and practices contributes to safeguarding children. However, potential hazards, in the form of trailing wires and hose pipes, and exposed foam in sleep mattresses had not been immediately noted by staff even though they are mentioned as risks in the very detailed risk assessments. Recommendations made at the previous inspection have been substantially addressed and resources in low-level storage ensures children's independence is promoted and progression across all areas of learning is greatly enhanced. Excellent hygiene and cleaning procedures are followed by staff to prevent cross-infection and children are effectively encouraged to develop good hygiene practices. All linen is used once before washing and most staff hold food hygiene certificates. The environment is decorated with a wide variety of posters and children's craft work to ensure the premises are bright and cheerful.

Copies of all policies and procedures are available to parents and through consistent discussions, written information in newsletters, daily diaries for children under one year and verbal information shared by the staff, effective partnerships are formed. Parents and carers are encouraged to share what they know about their child on admittance. This is being updated in a newly devised system. Appropriate words in different languages children speak are not consistently sought to assist with children's care and individual need. Inclusion of all children has however been appropriately considered and advice sought from other professionals has assisted with integration. Parents are aware their child's records can be read and discussed at any time. The nursery staff liaises with other settings at Foundation Support meetings but have only formally liaised with one setting, children in the EYFS age range also attend to ensure consistency in promoting the next steps of development. Staff are effectively and efficiently deployed and supernumerary or part-time staff are available to cover absences to ensure ratios are maintained by persons the children know. All staff are familiar with the child protection procedures and update their knowledge by attending training. However, some information in accident, incident and medication policies and procedures are not consistent with EYFS requirements to fully safeguard children.

The quality and standards of the early years provision

Key persons in each room who record overall progress from observations by all staff ensures someone has sound knowledge of each child's care and learning needs. Observation and assessments are very effective to ensure that children achieve in all areas of learning. There is planned, purposeful play and exploration indoors and outdoors, based on each child's next step to progress, with a balance of adult-led and child-led activities. Free-flow play recently introduced has been very successful in encouraging what are regarded as indoor play activities

outdoors. Outdoor play is accessed in all types of weather to create a healthy lifestyle and includes growing vegetables to be eaten later in the year. Children develop a positive awareness of themselves and their needs through the professionalism and good role models of the male and female staff who consistently use praise and encouragement to inspire the children. The children are well-behaved and respond positively to staff who teach older children to be aware toddlers do not move as fast outdoors. They develop a sense of caring for others as the mixed age groups play safely together outdoors. Children make decisions regarding their thirst needs and skilfully help themselves to drinks provided in the play rooms. Older children self-register for snack times and serve their own fruit.

Babies and toddlers are encouraged to make sounds and talk as staff constantly sit at their level to play. Older children enthusiastically use phonic sounds and are eager to mark make, for example, in the role play café and chalk the menu on the board. They use an extensive range of stationery tools at the writing table. Staff ask open-ended questions and older children are confident and share their knowledge or ask questions to extend it. They recall events and words and rhythms in stories and spontaneously use books in cosy book areas. Children are supported to develop problem solving and other numeracy skills especially during weighing and measuring baking activities. They use tools and building materials with dexterity as they independently create shapes with tubes and pretend to be 'firemen'. Younger children take delight in cutting dough type materials with knives and cutting wheels and learn mathematical shapes. A range of themes, celebrations of festivals and extensive resources and posters with positive images of diversity enhance children's awareness of the wider world. Children are eager to share information about their life outside of the setting and the countryside they live in. They use a range of battery operated toys skilfully and competently use the toy and real computers to enhance their learning experiences for the future. Children are encouraged to be active and spontaneously sway to music playing in the background. They are animated when playing musical instruments such as guitars they have brought from home or requested from the role play room to form a 'group', tapping their feet in rhythm as they strum the guitars. A range of climbing and sliding equipment ensures each child can develop age-appropriate skills. They are particularly confident walking around the edge of large tyres, used as havens for mini beasts or as seats. Children use an interesting variety of textures when being creative during an exciting range of planned and free choice craft activities. They happily engage in role play, serving pretend food to 'café customers', dressing up as the chef to act out their games.

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?	3

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?	3
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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