

Boot Farm Kindergarten

Inspection report for early years provision

Unique reference number EY219924
Inspection date 07/07/2009
Inspector Loraine Wardlaw

Setting address Boot Farm, Wasing Back Lane, Brimpton Common,
Reading, Berkshire, RG7 4RG

Telephone number 01189 816619

Email

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).

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

Boot Farm Kindergarten was registered in 2002. It is privately owned and operates from a converted house and buildings in a rural setting, near the village of Brimpton in West Berkshire. The kindergarten draws children from a wide radius, including nearby towns, villages and hamlets. The kindergarten is divided into three distinct areas; children under two years use much of the ground floor of the original farmhouse. Children aged over two to four years are in two 'family groups' located on the first floor of the house, known as 'Top House' and the ground floor extension, known as 'The Courtyard Playrooms'. Each of these groups has its own outdoor play area.

The kindergarten is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It opens five days a week, all year round with the exception of bank holidays and a week at Christmas. Children may attend for a variety of hours between 08.00 and 18.00. The kindergarten may care for a maximum of 58 children below the age of eight years, at any one time. Currently there are 72 children on roll in the nursery. The kindergarten supports children with learning difficulties/disabilities.

The owner/manager runs 'Boot camp', a holiday playscheme during all school holidays, with the exception of Christmas. The camp runs from 08.00 until 18.00 and children aged four to 10 years may attend. This holiday provision is registered for a maximum of 15 children, under eight years at any one time.

The owner/manager, who works with the children on occasions, employs 13 staff to work with the children. Of these, 11 staff have appropriate early years qualifications at level 2 or above. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children thrive in the very welcoming and homely environment. Staff meet children's learning and welfare needs with success; overall they are knowledgeable and supportive practitioners who effectively tune-in to children, facilitating good developmental progress. The cosy, family atmosphere means that staff quickly get to know children's individual needs, liaising well with parents, providing an inclusive setting for all, including those with learning difficulties. The owner/manager is a dedicated and focused practitioner, who with the help of the staff and through the setting's self-evaluation makes sure the kindergarten is continually moving forward.

What steps need to be taken to improve provision further?

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

- expand staff knowledge of the child protection procedure

- re-define the role of the key worker for under two's taking guidance from the EYFS document

The leadership and management of the early years provision

The kindergarten is very well organised and there is excellent use of space, with all areas used to the maximum, enabling children to access as many resources as possible. Colourful and attractive storage boxes, with photographic labels, are effectively used and children's art work adorn the walls of each of the rooms, enabling children to value and appreciate the work they do. Staff are deployed well to meet the needs of the children. However, the current key worker system means that the care routines of the babies and toddlers, such as nappy changing, are carried out by all the staff in the baby room and not by a consistent person, which is not effective practice. Staff attend training courses to update their knowledge and skills, such as 'Institute in Management' and 'Fun with Phonics'. However, the junior staff are not very knowledgeable about the child protection procedure. Although flow charts are displayed in the office and staff room there has been less emphasis on this during in-service staff training. Self-evaluation takes place with the whole staff team. The setting is aware of their strengths and have plans to improve the provision further; an outdoor classroom and a natural garden area is soon to be completed. Staff ensure that all areas of the nursery are clean and safe for children to use; good risk assessments are carried out monthly by staff in each room and annual assessments are carried out by management on activities, such as travelling in the minibus. Parents write positively about the setting; they particularly like the welcoming and friendly atmosphere, the quality of staff and the learning that takes place. Regular parents' evenings give parents the opportunity to discuss their child's needs and developmental progress, as well as day-to-day chats with staff and management. Parents are encouraged to share their hobbies or jobs, coming in to see the children. They are also invited to social events, such as garden parties. The manager hosts and organises birthday parties for children and families, using the nursery as a venue, which contributes to the effective partnership she has with parents.

The quality and standards of the early years provision

Children have an abundance of play opportunities offered to them because of the exceptionally well laid out, spacious rooms and the very good emphasis on child-led, active learning. This facilitates excellent independent learning, which in turn builds high levels of confidence and self-esteem amongst the kindergarten children. Children are very engaged in their learning and pursue an activity of their choosing. For example, building a series of low brick fences for their hobbyhorse to jump over in the fantasy room or completing and putting back an inset puzzle in the pre-school room. Children are well supported by caring, kind staff who relate to children well and who, overall, interact with them in a way that challenges their learning and thinking. For example, children are encouraged to write an emergent note to say there is a puzzle piece missing in a box. Another child receives very good support to recognise numerals and problem solve during a computer software programme. Children exploring water with a colander are encouraged to

think critically when asked 'why has it gone?' and to use mathematical language, such as full and empty. Staff consistently observe children and write down the most significant observations and their next steps, which are implemented during the session. Adult-led activities take place, such as singing songs with visual aids; those junior staff who are not as competent at teaching as the senior staff are shown by the able children how to put the frogs in the pond as they sing ' One little speckled frog....' The majority of staff know children well and can recall children's capabilities and their next learning aims. Under twos enjoy the freedom of two play areas; those who have just learnt to walk, toddle into the art room to explore the sand or mark make with crayons. Another one-year-old spontaneously pulls out a sit on car from under the stairs and sits on it with a big smile; effectively developing their physical and independent skills. Staff are on hand to develop babies' communication skills, imitating their vocalisations and talking to them about their play. Under twos enjoy singing favourite songs, such as ' Tiny Turtle', imitating the actions of the adult. They explore Weetabix with water and spoons and different coloured, textured, sized balls. Babies sleep in the fresh air in pushchairs and prams under the outside canopy, which has a baby monitor linked to indoors. On the whole staff promote children's health well; they operate good nappy changing procedures, encourage hand washing before eating and tissues are used and freely available on the walls in each room. Children are encouraged to keep safe by staff who are vigilant to hazards. For example, a child who jumps over his completed puzzle is told of the consequences of jumping, near other children and the wall. Children are kept safe in the sun as staff use sun cream and hats and in the afternoon children wear long sleeved cotton tops. The two to four year olds enjoy an outing each week to the local swimming pool, travelling in the setting's minibuss, which promotes many areas of learning and teaches them about how to stay safe in water.

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?	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?	1
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