

Ryehills Farm Day Nursery

Inspection report for early years provision

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Inspector Sheila Dawn Flounders

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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).

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.

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Description of the setting

Ryehills Farm Day Nursery opened in 2009. It is one of three nurseries run by Climbing High Nurseries Limited. It is situated in a converted and extended bungalow in a rural area close to the village of West Haddon, Northamptonshire. The nursery has sole use of the premises, which has three base areas for the differing age groups and is easily accessible on the ground floor. Each group has their own secure enclosed outdoor play area and access to various parts of the extensive grounds. Children attend from the local villages.

The nursery is registered on the Early Years register. A maximum of 81 children may attend at any one time. There are currently 102 children aged from birth to under five years on roll, some in part-time places. The nursery is open each weekday from 8.00 am to 6.00 pm, all year round. The nursery currently supports a number of children who have learning difficulties and/or disabilities.

There are 17 members of staff, 16 of whom hold appropriate early years qualifications to at least NVQ level 2, with most continuing to study to higher levels. The setting provides funded early education for three and four-year-olds and receives support from the Northampton Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery provides an inclusive and welcoming environment, where each child is valued and every effort is made to meet their individual needs, whilst still taking account of the needs of the group as a whole. All staff are very much focused on helping children to make excellent progress in their learning and development, and promote their welfare which ensures that all the requirements of the Early Years Foundation Stage are in place. They are able to demonstrate how they have raised children's achievement and made improvements to provision since moving to the new premises. An outstanding commitment is demonstrated by all, such as continuing with their professional development, with the provider full of ideas of how she wants the nursery to develop further. She leads by example, with her passion and enthusiasm motivating staff to provide the best experience they can for all the children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensuring that risk assessments cover anything children may come into contact with, specifically concerning activities that happen rarely.

The effectiveness of leadership and management of the early years provision

Robust policies and procedures, including the recruitment and vetting of staff, ensure that only suitable adults have access to the children during their time in the nursery. Security is a priority and staff challenge unknown visitors. All staff, except those very new to the nursery, have had appropriate training and are aware of their duty to safeguard children. They ensure that children are very well supervised at all times, with the layout of the premises making this easy to do. Thorough risk assessments are used effectively to identify and minimise potential hazards within the premises and during regular activities. These are completed by the staff in each base area to ensure they reflect what they actually do and are supplemented by daily checks to ensure any changes are noted and acted upon if necessary. However staff are less thorough when considering the risks of occasional activities, such as blackberry picking. Highly effective management systems ensure that all necessary records, policies and procedures are in place, updated when changes are identified through their thorough reviews and that day-to-day paperwork is accurately maintained. Their comprehensive self-evaluation successfully reflects the views of children, parents and staff. It demonstrates that management are very aware of what is going on in the nursery, their current strengths and minor weaknesses and provides a clear vision of where they want to go in future.

Particularly evident is the excellent use of resources and the pride that staff and children have in the nursery environment. Staff ensure that all areas of the premises are utilised, to provide children with vast amounts of play space. There are several sections forming the outdoor areas, with those adjoining the premises used constantly. Children are encouraged towards independent access of age-appropriate activities and equipment by their careful positioning, with only those items that require greater supervision restricted, for example, in the baby room many toys and books are within easy reach on the floor. However, focussed activities, such as painting, are often done by taking turns in small groups at the table, slightly away from most of the babies to allow them time and space to explore the activity in safety.

New families are made to feel very welcome with settling in sessions tailored to their needs. All necessary information is gained about individual children through regular updates to their details, such as information concerning allergies as they grow and develop, and particularly when children move rooms. All parents are provided with high quality information about the provision and their child's experience within it. Each term they have summaries of their child's learning and development, to which they can add comments, and the planning and information about daily activities is clearly displayed. Staff also take time each day to talk to parents to find out what they want their child to achieve at nursery. The nursery has strong established links with other providers in the area, and with specialist workers whose advice is sought for those who need additional support.

The quality and standards of the early years provision and outcomes for children

Children obviously enjoy their learning and achieve high standards. The child-centred environment fosters their natural curiosity and, together with the positive effect of staff's skill and enthusiasm, encourages them to develop a desire to learn. Children's learning needs are very well supported through individual plans which show their next steps and then link back into the main planning in each room. These room plans are completed daily so that staff can reflect the immediate learning needs continuing on from what children did the day before. Planned and spontaneous, purposeful play and exploration, both in and outdoors, with a balance of adult-led and child-led activities results in children being active learners, creative and able to think critically. In the baby room for example, they join in excitedly with the actions when staff sing rhymes to them, develop their co-ordination when bathing dolls outside and have their self-esteem reinforced as they play with their own photo roller. In the '2's' room children extend their level of concentration and spend longer periods at activities such as painting or role play, enabling staff to discuss their understanding of colour or safety issues such as some household items getting hot. Children in the pre-school group access a particularly diverse range of activities and take full advantage of the rural setting. They help care for the chickens which they helped to hatch out, tend to plants they are growing and take all areas of learning outside into the construction and digging area providing excellent opportunities for those who learn better through physical activity. Regular, and up to date, assessments demonstrate clearly that all children are making at least good progress in relation to their starting points, which rigorous tracking in place to ensure this is across all areas of learning.

Children's welfare is very well promoted. Children of all ages are comfortable about approaching staff for support with activities which shows they feel safe, such as to read a book together or when they are feeling tired, including most of those new to the nursery. Staff reinforce their understanding of safety through activities such as visit by the police, role play about road safety and practises of the fire drill. During activities relevant reminders are given, for example, not to eat the seeds handled when discussing harvest. All of the children learn to adopt healthy lifestyles in the nursery through their excellent access to the outdoors, to a varied, healthy diet which includes fruit daily and constant drinks, which ensures they are well hydrated especially after outdoor play. Particular care is given to encouraging children to consider where their food comes from by using produce from the grounds, and to ensure that physical activities also take place inside during inclement weather. There are very high standards of hygiene for children, staff and the premises to reduce the risk of cross-infection.

Children are very much treated as individuals, for example, careful consideration is given to when they are ready to move rooms not just their age, with a formal induction process followed in consultation with parents. They have a strong sense of belonging, demonstrated currently through contributions they are making to the common theme of celebrations for which many parents have sent family photographs which are prominently displayed. They are familiar with the premises and the routines. Their behaviour is excellent as a result of their high levels of

independent choice about activities and staff's response to their individual needs. Staff are aware of how to handle incidents if they occur taking into account children's age, ability and understanding. Children in all age groups have lots of opportunities to work together, developing collaborative skills, learning to share and take turns and thus develop skills for future.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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