

Farfield Nursery

Inspection report for early years provision

Unique reference number EY390224
Inspection date 11/09/2009
Inspector Melissa Louise Patel

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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*.

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Description of the setting

Farfield Private Nursery opened in 1990. However, the provision has been registered with a new owner since February 2009. It operates from three playrooms for the different age groups, in a single storey building in Shipley near Bradford. There is enclosed outdoor playing space for all ages of children, including the babies. The nursery serves children and parents from the surrounding areas.

The nursery is registered to care for 48 children included on the Early Years Register. There are currently 59 children cared for on a full and part time basis. Children attend for a variety of sessions. The nursery opens Monday to Friday 8.00am to 06.00pm throughout the year, except for Christmas week. The setting has systems in place to support children with varying needs and supports children with English as a second language. The setting supports children whom receive funding for nursery education.

There are 18 members of staff whom work with the children, 11 are part time. There are 13 members of staff that hold a suitable early years qualification and one staff members holds a early years qualification to qualified teacher status and the owner is a qualified teacher. The nursery is a member of the Pre school Learning Alliance and the National day Nursery Association. The provision has links with other Early Years practitioners.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The provider has not taken sufficient action to ensure that all aspects of safeguarding regulations are implemented, compromising some areas of children's welfare. The practitioners good knowledge of children's individual needs helps children progress well with their learning, and many systems are robust, to keep children healthy and promote their well-being. Partnerships with parents and other agencies ensure regular information is shared to support children well overall. Regular reviews of practice identifies most priorities and drives improvement ensuring outcomes for children develop positively.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure effective systems are in place to demonstrate that practitioners and other people aged 16 or over likely to have contact with children are suitable to do 14/09/2009

so by obtaining an enhanced Criminal Records Bureau (CRB) disclosure (Safeguarding and promoting children's welfare).

To improve the early years provision the registered person should:

- further develop partnership working with other settings where children attend to compliment their learning
- continue to develop partnership with parents, involving them further in the evaluation process to support children's learning and development.

The effectiveness of leadership and management of the early years provision

The provider and staff demonstrate a suitable understanding of their role with regard to keeping children safeguarded in many aspects. For example, they know what to do if concerned about a child and most written procedures are effective. However, documentation in place to demonstrate that all staff have a valid Criminal Records Bureau (CRB) Disclosure is not up-to-date, which is a breach of regulations and compromises children's safety. This breach is reflected in the judgements. Risk assessments are robust and minimise risks to children inside and outdoors. Systems in place to keep children healthy are good. Staff are deployed well in the rooms to meet the needs of the children, and the accommodation is organised effectively, to support children's overall development and welfare.

The setting actively supports inclusive practice by ascertaining important information from parents regarding children's individual needs, to help support their overall learning and development progress. The environment reflects users of the provision and a range of people in the wider world through positive images and different languages displayed. This helps all children feel welcome. The setting promotes partnership working with parents effectively. For example, there are good systems in place overall, to ensure relevant information regarding children's welfare and learning is shared, to promote children's progress and to support their well-being. However, parents are not fully involved in the evaluation process to further support children's learning progress. Staff have clear links with other agencies to support children's individual needs when required. Partnerships with other early years settings where children attend are in place, although not developed yet to the full potential to compliment and extend children's learning.

Systems in place for monitoring and evaluation are good. Although this is the first inspection with the new owner, improvements have been taken on board from the previous inspection when the nursery was registered with a different provider. For example, observations and assessments of children's learning have progressed and are consistently applied throughout the setting. The tracking system is clearer in identifying how well children have progressed. Risk assessments now show the date of review and written emergency medical consent has been obtained from the parents, improving safety procedures. The provider has made other changes to improve the provision. For example, the baby room has been partitioned by a low gate, which improves safety when tidying after meal times and enables babies of

different ability groups to try out different activities without distraction. Plans are in place to improve other aspects of the provision, such as the outdoor area. Staff that were asked state that they feel supported in their work and this helps them keep motivated. This effectively impacts on the ability to maintain continuous improvement, to benefit the children at the setting.

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

Children from a variety of age groups and backgrounds respond happily in this environment which is well organised, enabling them to be independent and develop skills for the future. For example, they make decisions about what to play with from well stocked resources which are easily accessible. They decide where the knives and forks go as they take turns in setting the table for lunch. Children progress well with their learning because plans of activities cover the areas of learning and are often based on children's individual interests and from observations of children at play. For example, children experiment by pouring water and feeling it in their hands. The activity is extended well by staff pouring water higher and higher in to the tray, which instigates great excitement in the children and draws in a larger group of children promoting inclusion. Children communicate freely, laugh and develop their confidence as they play in this activity. The written assessments show how children's learning is extended. For example, more sensory experiences are planned for a baby whom shows an interest in making marks in the custard mixture, whilst developing early writing skills and learning through the senses. Babies develop confidence as they receive praise as they make good attempts to feed themselves.

Children are encouraged to learn new vocabulary as they play in the sand. For example, they start to learn words, such as scratchy, heavy and wet. They are also starting to understand that words have meaning as they relate to them in the environment, supported by staff. Children develop their early writing skills as they frequently mark-make. The more able children instigate making lists and taking a dinner order whilst using their imagination playing outdoors. Information is ascertained from parents regarding children's individual needs and starting points when they first attend the setting, to promote children's individual routines, such as taking account of foods they eat and sleeps needed. In addition, it gives valuable information to support children's learning progress, such as what words they can say and what language children speak. Children whom speak English as second language are supported well through regular discussions with parents and close observations of children. In addition, dual language words are displayed throughout the nursery to support individual children and to help all children receive positive messages about diversity. There are also pictures and posters displayed that promote equality depicting the local and wider world. Children frequently practice their counting skills through daily routines and activities and recognise various numerals. They build and construct and work out where to fix the boxes as they experiment with junk modelling.

Children behave well in the setting and respond to requests, such as to sit on the carpet and get ready to go outdoors. Children learn to stay healthy effectively

through daily routines, such as washing hands after toileting and before lunch. Resources support good hygiene practice. For example, pictures and words in the bathroom show children what to do. Good routines for hygiene are followed through by staff to keep children healthy. For example, staff wear gloves during nappy changes and frequently wash their hands using the readily available hand wash dispenser in the main room. Children eat a range of healthy foods, such as wholemeal toast for snack, and jacket potato with fish for lunch. Children drink water or milk. Children develop a suitable understanding of safety issues. For example, they learn to climb steps safely, and talk about putting on the seat belt to keep safe as they play with large bricks. Good emphasis is put on children receiving fresh air and exercise outdoors and children play out regularly, including the babies. They all have a range of opportunities to develop their physical skills as they push and pull equipment, climb, run or use their imagination playing with the large dinosaurs in the leaves.

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?	4
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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