

The Farningham Day Nursery

Inspection report for early years provision

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Inspector

Linda Margaret Nicholls

Setting address

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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

Farningham Day Nursery was registered in 2005. Registration is for the Early Year Register. Registration does not include overnight care. A maximum of 34 children may attend the nursery at any one time. There are currently 69 children in the early years age range, on roll. The setting operates from a detached house in Farningham, Kent. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. It also offers extended hours from 07.30, or until 18.30 on request. Children access the downstairs areas of the property only, and all children share access to a secure, enclosed outdoor play area.

The nursery employs 14 staff. Of these, 11 staff, including the manager, hold appropriate early years qualifications. The Deputy Manager is completing a BA Hons in Early Years Studies with Early Years Professional Status. There are four staff currently working towards a NVQ 3 and 4 Level early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Farningham Day Nursery consistently drives wide-ranging improvements in outcomes for children, using an inclusive self-evaluation process and continual reflective practice of the service it provides. The Early Years Foundation Stage principles are recognised to be the core of the management structure, which results in boys and girls being respected and valued as individuals. Caring, positive, relationships develop within a secure and enabling environment. Comprehensive monitoring systems build and track children's developmental progress and these ensure swift progress towards the early learning goals. Individual needs are recognised and met by highly competent staff, ensuring the safety and well-being of all.

What steps need to be taken to improve provision further?

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

- to continue to drive forward the high standard of outcomes for children by encouraging, supporting and maintaining the enthusiasm, knowledge and thorough professionalism of the staff team via reflective practice and peer appraisals.

The effectiveness of leadership and management of the early years provision

The provision for safeguarding is comprehensive and thorough. Clear and concise records of suitability and vetting procedures are maintained; safety policies are highly effective and staff know what to record and who to report to should they

have any child protection concerns. Consistent procedures are applied, meeting Local Safeguarding Children Board requirements. Risk assessments are thorough, dated, identify hazards and indicate actions taken to minimise recognised hazards throughout the nursery. These include preparation for regular and occasional outings. Children practise an emergency evacuation procedure each term so they are prepared for an emergency should it arise. Considerable investment means that resources such as a wooden gazebo and material 'sails' provide cover from the sun or rain to allow outside play in most weathers. Sustainability is implemented domestically with two compost bins and a garden area for children to dig, plant and harvest vegetables.

Staff throughout the nursery are highly committed in their drive for improvement and have a variety of opportunities to develop priorities and plans for the future. Ongoing training is taken up and annual appraisal systems identify strengths and weaknesses to fully support individual staff in their professional roles. Their knowledge and confidence ensures children's welfare, learning and development needs are very effectively met. A meticulous and wide ranging self-evaluation system is deeply embedded in the ethos and aims of the provision. Staff, parents and children comment regularly on activities, contributing to a wide ownership of best practice and a flourishing climate of self-motivation and mutual commitment. Past recommendations, for improvements to health records and a closer engagement with parents, have been critically analysed and put in place. Policies and procedure are extensive and effective, applied by knowledgeable, caring, staff. Each room provides children with a welcoming environment where toys and play materials are enticingly arranged, strongly supporting individual enjoyment and achievement. Equality and diversity are a fundamental bedrock to care and learning. Clear and flexible assessments of individual achievements are carried forward from information given by parents. Qualified and competent key persons identify and assess starting points to plan next steps to learning. Linguistic diversity is respected and highly valued by staff who, together with a regular tutor, provide children with examples of variety in our methods of communication. Dual language books are easily accessible and pictorial time-lines are displayed so that non-verbal children or those learning English as an additional language can rapidly adapt to routines and assimilate words or phrases to the benefit of all who attend. Parents provide items from home, the translation of occasional or significant words and explain their own cultural stories at times of annual festivals to celebrate boys' and girls' similarities and differences.

The partnership with parents, carers and others is dynamic, extensive and fruitful. Newsletters, notice boards and delightful educative displays inform parents of children's daily experience. Daily records of foods taken and sleep times reassure parents of babies and toddlers while routine observations build clear learning records of children's individual achievement and progress. Parents are invited to attend the nursery to experience their children's learning through play; they contribute willingly to the fabric of the provision. The nursery staff are aware of children who attend other providers of the early years foundation stage or have additional carers. They work with parents to extend children's learning. The nursery is a training resource for a local college; it follows a locally applied early childcare environment rating system to maintain a reflective and productive

practice. Police, health workers and specialists, such as speech and language professionals visit the nursery to share their expertise with staff and children.

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

Children show they feel safe. They are happy, settled and secure because staff provide close care, are attentive and respond swiftly to their needs. They sit close to toddlers and babies on the floor as they examine kitchen equipment or during adult-led activities, with pre-schoolers, as they match sounds with letter cards and shapes. Children enthusiastically adopt the familiar routines of the day and those not yet talking use the pictorial time-line to indicate they know what is coming next. Experienced staff provide cuddles as they listen to the youngest babies and toddlers responses to conversation. Children rapidly gain confidence and the acquisition of language skills. Individual needs and interests are identified early and closely followed with expanded resources or activities that reinforce and focus learning. Information from observation and assessment is used very effectively when planning activities tailored to reflect differentiation. Starting points are clearly recorded and monitored, cover all areas of learning and ensure there are no gaps in children's development. Imaginative resources are organised into accessible and attractive areas, displaying natural items such as fir cones and leaves or a listening zone with CD player, headphones and recording equipment. Storage boxes or baskets are free standing or labelled pictorially so that children can see what is inside. The laptop is on, a programme activated and children choose to use it independently. The garden is laid out to delight and entice children to explore the real world and their own capabilities; to experience a range of textures, smells and colours; to stimulate their interest in a healthy lifestyle and plant or insect life. With adult help they lift a log to discover worms, beetles and a yellow-shelled snail.

Babies and toddlers enjoy the security of familiar faces and routines. They show they feel safe with known adults nearby. They are fascinated and curious as they examine their reflections in the metal pot lids or use fine manipulative skills to make them spin. Older children make sandcastles or 'build a patio' with rakes and spades in the sand. They learn to work with others as they fill the rain pipes and guttering with water and watch it flow down. They use magnets, magnifying glasses and scissors. They know the shape of the red trowel is a triangle and learn that mud is cold and hard to dig in winter. They know their work is valued as staff ensure it is creatively displayed. Older children attempt to write their own name, some successfully. Toddlers work with staff, counting the number of pencils and adding on one, to name numbers from zero to nine. Children's imaginative play is very well supported and reflects a growing understanding of the world about them. Dressing up items are directly accessible and safety mirrors offer a moment of reflection. Planned and free-flow outside play encourages a healthy lifestyle so that children challenge themselves on the climbing frames or balance on the logs or tyres. Children develop co-ordination to pedal trikes or push buggies. Independent access to mark-making resources are available so that children independently make lists or draw when they choose. Crayons are provided in the baby room so that, suitably supervised, the youngest children can explore and develop finger and

hand control.

Children eagerly and competently operate the laptop. Others watch and clap as they successfully complete actions. Children learn to be patient, to focus and to take turns with resources. They accumulate excellent future skills and behaviour as they listen to what others say with low-key support from staff who, as role models, speak calmly and provide time for each child to express themselves. Children enjoy making a positive contribution to the routine of the day. They tidy away equipment and recognise their own and others names from name cards they use to self-register for snack. Children enthusiastically complete tasks from the job list displayed in the pre-school room. They identify who will take the vegetable and fruit peelings to the compost or who will pour drinks of milk or water at lunch time. They mix ingredients, roll and cut shapes to make shortbread biscuits for a fund raising event, extending their support and understanding of the wider community.

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

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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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