

Wadacre Farm Private Day Nursery

Inspection report for early years provision

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Inspector

Wendy Brooks

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*.

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

Wadacre Farm Private Day Nursery opened in 2006 and operates from seven rooms in a large barn conversion, on the same site as a small farm. It is situated in a residential but rural area, close to schools and shops, in Melling, Merseyside. A maximum of 94 children may attend the nursery at any one time and it is open each weekday from 7.30am to 6pm, all year round. The provision offers a before and after school facility, and a holiday club, although these are not currently operating. All children share access to a secure, enclosed outdoor play area.

The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are currently 54 children on roll. The nursery employs 13 members of staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and development needs are met, as staff have a clear understanding of children's individual likes, abilities and preferences. Effective partnerships with parents and carers have been established, to ensure that children's welfare and development are well supported. However, links with other settings and outside agencies are not well developed. Children make choices in their play, however, access to the outdoor area is limited for some children, and resources for exploring the outdoor environment are not extensive. Records and required documentation are well maintained, although some written information has not been updated, to reflect the changes in practice within the nursery. Children develop a good understanding of diversity. The management team have started to identify areas for development and strengths within the setting.

What steps need to be taken to improve provision further?

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

- ensure that hygiene routines are implemented consistently throughout the nursery so that all children's health and well-being is promoted at all times
- ensure that information for parents is up-to-date and that policies and procedures contain accurate information; ensure these are included as part of the induction procedure for new staff and students
- improve the access to the outdoor area, and the range of resources and equipment for children to explore the natural environment, particularly for babies and toddlers.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted, as staff have a clear understanding of their responsibilities in the area of child protection. Detailed policies and procedures are in place, as required for safeguarding children and missing or uncollected children, although these are not shared directly with parents. Several members of staff have attended recent training in this area and this is a priority for further development identified by the management team. Appropriate vetting procedures are in place to ensure staff's suitability to work with children. Staff and students are involved in an induction procedure, which covers health and safety and the routines of the setting. However, the significant written policies and procedures are not discussed with new staff in the initial stages of induction. Detailed written risk assessments of the premises and individual outings are completed and all areas are checked for safety before children's use. This helps to protect children from harm.

Effective partnerships with parents have been established, to ensure that children's welfare and development needs are known and catered for. Parents are provided with a welcome pack, which details the routines and procedures of the nursery. However, some of this information is out of date, and parents are not provided with details of any of the written policies and procedures. Parents are, however, aware that they can see the written policies on request and some useful information on general childcare is displayed in the entrance area, for parents and visitors to see. The complaints procedure is displayed and a comments box available, which gives parents the opportunity to share any suggestions or comments they may have. In addition, questionnaires are sent to parents at various intervals, and the nursery demonstrates how changes have been made, after taking account of parental views. Regular newsletters, daily feedback sheets and on going dialogue ensure that parents are kept informed of the progress and welfare of their child.

Some liaison has taken place with outside agencies when required, such as, the area Special Educational Needs Co-ordinator, although the partnerships with other settings are not extensive. For example, the nursery has not shared children's development files directly with schools, to support children's progress during this transition period.

The management team have completed a self-evaluation and are starting to identify areas for future development. The recommendations made at the last inspection have all been addressed, for example, there is always at least one member of staff on site who holds an up to date qualification in paediatric first aid. In addition, the premises are kept secure at all times, and children and staff have suitable facilities for drying their hands.

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

The nursery has rooms available for children's use on two floors. Currently, only the ground floor is in use and children are cared for in four different rooms, depending on their age and level of development. In each room children are provided with a good range of resources and equipment, suited to their age and interests. Babies spend time sitting with staff members, exploring cause and effect toys, shaking rattles, pushing buttons and finding out about properties of everyday materials, such as, wooden spoons and metal bowls in the treasure baskets. Babies are provided with opportunities to lie on their backs and kick objects on the activity gym, later, they spend time sitting with support in the ball pool, and more mobile babies have plenty of space to crawl and practise their early walking skills. They pull themselves up on various objects and as they become more confident, learn to push the baby walkers around the room.

Toddlers are encouraged to develop their independence, as they select from a variety of resources at low level and make choices about the activities they want to take part in. Sand trays allow children to explore filling containers, making marks in the sand with different objects and watching as the sand pours from the sieve into their hands. Cosy book areas in all rooms allow children to spend time relaxing on floor cushions, as they look at some of their favourite books. Children select the glue pots from the shelf and ask staff if they can do some sticking. Children enjoy sitting together at the table as they choose coloured paper and card, glitter and coloured string to make their own collage pictures. Children watch the farm animals from the windows and at certain times are able to visit the animals, which supports their understanding of the world around them. Children watch the lambs being fed in spring and learn about the ponies and other animals.

Older children in the pre-school room develop their early reading, writing and number skills, in preparation for school. Art work is displayed on the walls and children are encouraged to attempt to write their own names. Songs, games and resources encourage children to develop number recognition, counting and simple calculation skills. Children spend time at the computer and are becoming increasingly independent at controlling the mouse to select and use particular programs. Children have the opportunity to take photographs of their creative work with the digital camera. Staff in all rooms carry out observations and assessments of the children in their key worker groups. The children's development files show activities children have been involved in, what they have achieved from this and what area of learning within the Early Years Foundation Stage this is linked to. Staff identify possible next steps in children's learning and use this information to plan activities, to support children's development. Written plans identify general activities which are offered, based on children's interests and staff support individual children to develop at their own level.

A large outdoor area is available for all children, although this is not used to full potential. It is directly accessible to older children, however, babies and younger toddlers do not have direct access to the outdoor area. Staff provide opportunities for the younger children to spend time outside, although this is not done each day

and the resources available outdoors are not appropriate for younger children. Older children can practise balancing and climbing on the large apparatus and various resources are available for children to develop their motor skills. A separate area is available for planting and growing, enabling children to begin to understand the importance of sustainability within the environment, although this is not used extensively at present. In addition, there are limited resources for children to explore their natural environment.

Children begin to learn about keeping themselves healthy, for example, older children are encouraged to wash their hands after using the toilet, and can independently pour themselves a drink of water if they are feeling thirsty. Basic hygiene routines are in place throughout the nursery, for example, when changing nappies and cleaning tables before children eat. However, some procedures do not fully support children's health and well-being, such as, children's dummies being left on the floor and children's hands not being thoroughly washed before eating. Children's safety is promoted at all times through a secure environment, and children are involved in fire drill evacuations to help them understand what to do in an emergency. Children learn about the wider world by celebrating significant cultural and religious events. Children access a variety of resources on a daily basis and displays around the setting promote positive images of diversity.

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?	2
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?	2
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	2
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

The quality of the provision in the Early Years Foundation Stage	2
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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	2
The extent to which children adopt healthy lifestyles	3
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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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