

White House Farm Day Nursery

Inspection report for early years provision

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EY385857

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Inspector

Alison Putnar

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

White House Farm Day Nursery opened in 2009. It operates from a converted barn, which is fully accessible, in the village of Sedgebrook on the outskirts of Grantham, Lincolnshire. The nursery has three main rooms and a multi-purpose entrance hall. Further facilities include a kitchen, office and staff room. A partly covered, enclosed outdoor play area is accessed from the nursery. There is also an enclosed orchard for wider outdoor activities. Ample parking is available for parents, staff and visitors. The nursery is open daily from 8.00 am to 6.00 pm throughout the year, closing for bank holidays and one week at Christmas. The nursery serves families from the local and surrounding areas.

The nursery is registered to care for a maximum of 33 children aged under eight years at any one time. It also provides out of school care for older children and is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 45 children on roll attending part-time during the week, 28 of these are in the early years age range. There are eight members of staff working with the children, seven hold recognised early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met as staff work closely with parents and get to know children well. They demonstrate a genuine desire to provide a welcoming and friendly setting for all, where children are happy and enjoy their play. Children make good progress in their development through a range of interesting activities and age appropriate resources. Methods for tracking and planning for future learning are developing well. On the whole, practices and procedures for keeping children safe are sound. Effective systems are in place for reviewing the quality of the provision in the short time it has been open. A strong sense of commitment to continuously improving the nursery for the benefit of the children is evident.

What steps need to be taken to improve provision further?

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

- provide opportunities for staff to further develop their knowledge and confidence of safeguarding procedures and issues of child protection
- update risk assessments to include wider issues such as trips out and new equipment such as the stereo
- review the methods of recording children's progress, ensuring they show how children are making progress across all six areas of learning and documenting when children have reached identified next steps
- involve parents in deciding next steps for children's learning, further promoting opportunities for all to work together to support children to reach

their full potential.

The effectiveness of leadership and management of the early years provision

The dedicated and well-qualified staff team work effectively together to ensure the smooth day-to-day running of the setting. Recruitment and induction procedures ensure staff have relevant knowledge and experience and are suitable to be working with children. A strong commitment to keeping children safe is evident. Required health and safety policies are in place to guide staff in ensuring that children's welfare is protected, although staff are less confident in describing current safeguarding procedures. The nursery environment is safe and risk assessments generally include most activities to further reduce the likelihood of accidents. Records required for the safe and efficient running of a setting are well-maintained and reviewed by the manager to ensure compliance with regulations.

Children access a stimulating learning environment with indoor and outdoor spaces used to provide a variety of enjoyable play experiences. The setting's ethos is to provide a 'home from home' environment where children feel safe and comfortable. This is achieved through provision of comfortable domestic style furniture and furnishings. A unique feature of this setting is the varied opportunities for children to mix with other ages. Whilst children are generally grouped according to age and stage of development, thus enabling toys and activities to be provided at appropriate levels, at times children gather in family groups enabling them to benefit from being together. For example, at meal-times younger ones learn important social skills and use good manners as they observe older ones in the group. Children show care and consideration towards each other and a calm, relaxed and friendly atmosphere is clearly evident. All children settle well as staff value them as individuals. A child new to the setting quickly becomes involved when helped to get out the train set they played with at a previous visit, thus supporting the child's confidence and self-esteem.

Effective methods, such as the key worker system, are in place to ensure that relationships between staff, children and parents are secure. Information is shared to enable staff to care for children in relation to their individual needs and their parent's preferences. Daily discussions, individual records and diaries are used to aid communication. Parents are kept generally well-informed about their children's progress. Staff maintain records of children's development which are shared informally and at planned times such as parent's evenings. The setting is beginning to consider improved methods of involving parents in children's learning to ensure all are working together to help children reach their full potential. Staff are clear on the value of working with other relevant agencies and professionals to support the identification and inclusion of any child with special educational needs and/or disabilities. Children are encouraged and supported to access all activities actively promoting issues of equality. Links with local schools are developed to aid a smooth transition as children move on in their education and to ensure those attending the nursery's after school club are well-supported.

The management team enthusiastically lead a culture of reflective practice in order

to celebrate strengths and identify areas for development in the setting to enhance and further develop this already good provision. Team meetings are used to discuss practice and share ideas. In the short time the setting has been open, staff have attended a variety of training events to extend their skills and knowledge for the benefit of the children, demonstrating a commitment to continuous improvement. The setting actively seeks and acts upon advice and support from relevant professionals. Parent's views are welcomed and valued, for example, following responses from a recent survey the setting reviewed their menus and extended the variety of meals provided.

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

Children enjoy their play and make good progress in development through the range of activities and experiences provided. Most resources are freely accessible, promoting children's choice and independence as they help themselves. Children build close bonds with their key workers and indeed are confident in the presence of all staff; this is evident as they squeal with delight as the manager agrees to their request to be a bear and chase them. Staff skilfully follow children's interest to sustain their enjoyment and introduce new areas of learning. Children develop language and literacy skills when reading a story of the bear hunt. They use their imagination as they create a cave from large boxes and blankets and develop physical skills and creativity using tools and materials to make bear masks. Staff observe children during play and maintain written and photographic records of individual's progress; from this they begin to identify potential gaps in learning and next steps for children to work towards, although records do not show if children have reached these next steps or if they are progressing equally in each of the six areas of learning from the Early Years Foundation Stage (EYFS). Staff use their knowledge of the children to plan further activities, helping them develop skills for the future. Children begin to recognise letters in their names and attempt to write the initial letter using their fingers in a flour tray.

The nursery is proactive in encouraging outdoor play for all children, providing appropriate clothing to enable children to play out in all weathers. The outdoor spaces are used very well to incorporate wider learning areas and to promote positive outcomes for children. For example, their good health is maintained from daily opportunities to access the fresh air and exercise as they walk to the orchard to care for the animals; chickens, rabbits and guinea pigs. Here they learn valuable skills of caring for the animals and follow secure hygiene practices, washing their hands when returning indoors. They grow, harvest and taste a selection of vegetables, supporting their understanding of the benefit of a healthy diet. These practical activities are also used to reinforce children's mathematical knowledge, as they count the eggs and potatoes and compare the sizes. Stringent cleaning routines are followed and the nursery is attractively and hygienically maintained. Posters are displayed to remind children of the importance of hand washing. Parents are fully consulted to ensure that individual dietary needs are catered for. Home cooked meals at lunch and tea-time are provided which are nutritious and on the whole promote a healthy, balanced diet, with occasional treats. Children eat well and meal-times are a positive social occasion. Children are able to feel a sense

of belonging as they create their own place mats. Staff sit with them engaging in purposeful conversations and offering support to younger ones. Children begin to learn to keep themselves safe through discussions with staff, for example, they understand to sit down at snack time to prevent choking.

Staff are familiar with a range of positive methods to help children understand appropriate behaviour, such as using clear explanations and praise. As a result children behave well and older ones understand to take turns with toys. They encourage children to begin to develop a sense of responsibility, for example, through tidying away toys after play. Good use is made of information from parents, captured in the 'all about me' books. Staff are then able to discuss with children details of recent events, other family members and experiences in their lives to help children feel recognised and valued as individuals. A range of books and small world figures that reflect positive images of the wider society are used to help children to value diversity. They take part in a variety of food tasting activities and engage in celebrations for a selection of special events and festivals. Trips in the local area enable children to make sense of the world and their place within it.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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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Annex B: the Childcare Register

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