

# James Farm Day Nursery

Inspection report for early years provision

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**Inspection date** 02/02/2010  
**Inspector** Loraine Wardlaw

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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**

James Farm Day Nursery opened in September 2009. The nursery operates from a two story, purpose build timber framed barn. The nursery is situated in a rural setting, within walking distance of the centre of the village of Hartney Wintney in Hampshire. It is privately owned and managed. There is a secure garden to the rear and side of the building for outdoor play. Children attend from the village and surrounding areas. It is open all year round except bank holidays and two weeks at Christmas. Sessions are from 8.00am to 6.00pm. Children may attend on a full-time basis.

The nursery is registered on the Early Years Register. A maximum of 30 children may attend the nursery at any one time. There are currently 18 children on roll. The owner/manager, who works with the children, employs five members of staff to also work with the children. Five members of staff are qualified in early years to level three. The setting provides funded early education for three and four-year-olds. The nursery receives support from the Local Authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children benefit from a colourful, welcoming and nurturing environment where the friendly staff successfully meet their care and learning needs. They strive to maintain a cosy, relaxed, home from home atmosphere in which the children thrive. Staff have a well developed knowledge of each child's individual needs and capabilities in all the learning areas, but the current set up of the key person system does not support effective practice. A key strength of the setting is the valuable partnership the staff build with the children's parents. Self-evaluation and reflection on practice is continuous, with all staff and parents working together on identified improvements.

## **What steps need to be taken to improve provision further?**

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

- develop an effective key person system using the Early Years Foundation Stage guidance
- further develop clear records of learning and development, ensuring the 'what next' plans for individuals and groups of children are consistently carried out.

## **The effectiveness of leadership and management of the early years provision**

The effective leadership of the nursery means that there is good emphasis on safeguarding and the protection of children. All staff, including the newest member

of staff hold an enhanced Criminal Records Bureau (CRB) check; the owner/manager only allows new recruits to start work after she has received a clear CRB. Overall, staff are confident about putting the child protection procedure in place should they have any concerns and are vigilant about keeping records of existing injuries. The designated member of staff for child protection has received advanced training in child protection. Risk assessments and safety checks are regularly carried out which ensures the premises, equipment and toy resources are clean, safe and well maintained for children's use. Children play in a clean and attractive, enabling environment; the manager and staff have sourced good quality, colourful, age appropriate furniture and toy resources which are organised invitingly to children. They can freely engage in play and are motivated by the good choice of stimulating activities and play resources easily available to them. Policies and procedures underpin practice, cover all the requirements and are updated annually. However, the key person system is not in line with effective practice because staff rotate around each of the rooms/areas from week to week. This means that the children, particularly the under threes are not able to develop a genuine bond with their key person.

Self-reflection and evaluation of how well the nursery operates is continuous; there is a very short written development plan which includes developing the outdoor area. However, staff are frequently looking to improve other aspects of their provision such as their learning and development records. Although the observations and children's work show how well they are developing, it is not a clear and coherent system showing their progress through the development matters in all aspects and areas. Staff are knowledgeable about individual children and know children's next steps and implement them into their day to day practice. However, the written plans for 'what next' with individuals and small groups is not consistently carried out; there is less emphasis on adult-led focused teaching. All staff have a yearly appraisal, discussing their strengths and areas for development. They attend training, such as a 'Letters and sounds' course, to update their knowledge and skills. This inspired a member of staff and children to find objects that rhymed for a feely bag activity. The owner/manager, who is a good role model to staff, carries out a rigorous recruitment procedure and gives good support and guidance to new staff.

Staff meet children's individual needs well, and have good systems in place to support children with special educational needs/disabilities. The manager asks pertinent questions about children's cultural background when children first commence so staff can get to know the unique child and include their culture in the nursery. For example, a mum was invited in to sing French songs which led on to the children learning French Christmas songs. Parents write very positively and knowingly about the nursery in the questionnaires, which forms part of the setting's self-evaluation. Parents feel that staff are professional, hardworking and caring; they feel it is a big comfort knowing that their children are safe and well looked after. They are kept well informed about their child's welfare and attainments through daily chats with staff and have opportunities to attend formal parent sessions to discuss their child's developmental progress twice a year. They regularly take home children's learning and development records. Parents are invited to help with the nursery and many take up the request to develop the outdoor area, to come and help during the session, and to put up display boards.

Successful partnership working means that staff work hard to liaise with the feeder schools and other settings which the children attend.

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

All children are extremely happy and well cared for by the kind and sympathetic staff. Their genuine love of working with children shines through. All the staff get to know the children quickly, effectively tuning in to their development, individual personalities and individual care routines. They gather lots of information from the parents when a child commences, such as medical and specific learning needs, family background and starting points in the six areas of learning. Staff operate a hygienic nappy changing routine, using gloves, a special spray on the mat and the hand gel sanitizer which is located around the nursery. They are often encouraging the older children to blow their noses with tissues and then dispose of them in lidded bins. The current small numbers attending the setting means that they often get together as one big happy 'family' for snacks, mealtimes and walks in the local rural area.

The children love to be out and about in the fresh air; staff encourage older children to get their welly boots and wet weather gear on themselves, developing their personal independence. The staff respond encouragingly and positively when older children excitedly anticipate what they may see because it is a familiar routine for them. For example, an articulate two-year-old says 'we see if the puddles have melted', demonstrating children's very good knowledge and understanding of the world. Babies and toddlers get wrapped up warmly and staff put them in double buggies. Children excitedly splash in the puddles and make comments about the ice and how slippery it is. They look at the tractor tyre tracks and horse hoove prints and enjoy making 'crunchy' sounds on the icy grass. They have fun learning from first hand experiences, with staff beside them using purposeful interactions to support and extend their learning. For example, children are encouraged to count the chickens they observe, the ducks on the pond and to look out for the horses in a distant field. Staff promote their senses well by encouraging them to listen out for the man with the leaf blower and the helicopter in the sky, and to see the heron flying in the sky. They predict where it is flying to. Older children communicate eagerly their thoughts and observations. Younger children toddle along happily enjoying the freedom in their recognisable surroundings. Babies fall contentedly asleep in the buggies.

On return from the walk, sleepy children are put to bed while the others sit in the cosy book area looking at books. The member of staff who reads to them skilfully develops their problem solving and reasoning skills. For example, she asks 'how many hands have you got?'; 'two' the children quickly respond. Then she says, 'The orange hasn't got two he has more than two; shall we count?' They all count to five. When the page of the book is turned to show another picture, an able two-year-old spontaneously and excitedly points and says 'two same as us, and feet two... same as us!'. Babies are encouraged to make the book squeak; children develop a keen interest in books throughout the nursery. They wash their hands before snack and mealtimes to minimise cross contamination. At lunchtime all age

groups go upstairs to the dining area and sit together for the home cooked, hot, nutritious meal. They tuck into roast turkey, roast potatoes, carrots and leeks with gravy, and drink water. Staff are on hand to mash the food for the younger children and encourage the older ones to use the cutlery. Although older children are involved in making sandwiches at teatime, at midday, their personal independence is not as effectively encouraged because staff pour the drinks and lay the table for them.

After dinner nearly all the children present have a sleep in their cots or mini beds with their own clean bedding; staff are on hand to gently rock the cots if this is their preferred way of 'dropping off'. In the afternoon babies and toddlers mark make with chunky crayons on paper and practice their physical skills, climbing up on the beautiful new wooden slide. Older children make independent choices in their own playroom designed specifically for their needs; they paint, sort and recognise numerals on the black magnetic board and use the computer. When they have finished a picture they find their named tray and put it away, ready to take home. Staff encourage older children to learn about other cultures and beliefs through seasonal activities connected to celebrations such as Chinese New Year and Diwali. All children are well motivated and engaged in their play and learning; they behave very well. They are encouraged to be polite and to take care of their resources. For example, when a child bends a cardboard puzzle the practitioner kindly says 'don't bend it sweetie otherwise we won't be able to do the puzzle'.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	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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