

Brue Farm Day Nursery

Inspection report for early years provision

Unique reference number EY396818
Inspection date 04/03/2010
Inspector Michelle Tuck

Setting address Brue Farm, Lovington, CASTLE CARY, Somerset, BA7 7PP

Telephone number 01963 240 111
Email jjandkcfarthing@farthingfarm.com
Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

The Brue Farm Day Nursery was registered in 2009. It is situated in the village of Lovington near to Castle Cary in Somerset. The nursery was purpose built, offering one large open plan room and an additional room for sleeping children or quiet activities. There are also separate toilet and kitchen facilities available. Children have access to a spacious enclosed outdoor play area situated on three sides of the building, which includes an animal and growing area for the children. It opens Monday to Friday from 7:30am to 6:00pm, all year round apart from bank holidays, Christmas and five inset days a year. It serves the local community and children may attend for different sessions.

The nursery is registered to provide care for 26 children under eight years. The provision is registered with Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 32 children on roll. The owner and the staff team are all qualified to level 3 and the manager is qualified to level 4.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All aspects of the Early Years Foundation Stage have been implemented in an exemplary way across all age groups within the nursery. Individual needs of babies and children are exceptionally well met due to the effective grouping, dedicated staff and excellent organisation, leadership and management. Inclusive practice is evident in everything they do, with a strong commitment to working in partnership to ensure children are very well supported. The setting strive for continuous improvement and constantly self-evaluate their practice to ensure the highest standards are achieved.

What steps need to be taken to improve provision further?

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

- continuing to develop children's 'learning journey' books to ensure consistency of detail and content for each child

The effectiveness of leadership and management of the early years provision

Children are very safe and secure at this setting. Staff are extremely vigilant about safeguarding issues and the procedures to follow in the event of being concerned about a child. Designated staff update their knowledge regularly and everyone is aware of their role and responsibilities. A comprehensive safeguarding policy is regularly reviewed and also shared with parents, which includes allegations against

staff. The staff are vigilant about safeguarding children from unknown visitors to the premises. They have secure premises, a key-pad and password system to enter the building, as well as robust procedures for checking identity and recording visitors. Comprehensive risk assessments in all areas and for each outing ensure children are protected from all potential risks.

The dedicated staff team are very committed to high standards and continuous improvement. The management structure is very effective at monitoring and supporting staff to ensure children receive the highest standard of care. Policies and procedures are regularly updated and these are readily available for parents to ensure everyone is aware of the setting's ethos. The layout of the nursery is very effectively managed, with designated areas for different areas of learning in order to meet children's individual needs really well. The organisation of the daily routine promotes time throughout the day for group activities and other times for siblings and mixed aged groups to be together. Mealtimes are well organised with all babies and children eating together. The whole day runs smoothly and effectively, regarding outside play, staff breaks and the balance of adult-led activities and child-initiated play.

Inclusion is given the highest priority within the setting. Children's individual needs are clearly understood and exceptionally well met. All children have equal opportunities in all they do, such as girls and boys having access to the same resources and activities. Children are challenged at a level appropriate to them, equally other children are supported to help them achieve their potential. All documentation is accurate and clear, providing reassurance to parents about their children's welfare and demonstrating that the setting has a robust understanding of their responsibilities under the Early Years Foundation Stage for the safe management and well-being of the children. The setting is highly committed to working in partnership with parents and others. Positive relationships are formed through learning journey week, newsletters, notice boards and a key person system. Management have taken a lead role in establishing links with other settings children attend in order to ensure consistency of care. Parents speak very positively about their children's experiences at the setting, for example children are 'very happy', 'cannot wait to come to nursery', they are 'learning lots of new things' and 'nothing is too much for the staff'. The setting continuously evaluates its practice and addresses any identified weaknesses immediately. High priority is given to training and reviewing or updating procedures to meet the needs of specific children on roll.

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

Children make rapid progress in their learning and development. This is because the dedicated staff team have a secure knowledge about the Early Years Foundation Stage and how to implement an appropriate play curriculum for the different ages and abilities that attend. The team work effectively together to assess children and plan for their next steps in learning. They undertake home visits to get to know the children, and during the first few weeks when children start to come to the nursery, staff observe which member of staff the child bonds

with to provide them with a key person. Staff gather detailed information about children's interests and skills helping to build a comprehensive early assessment record. Staff then plan an exciting range of activities based on children's interests, such as 'looking after babies', to offer a fun range of learning activities well matched to children's differing needs, ages and abilities. As a result of this approach, children enthusiastically embrace the play opportunities provided and actively enjoy themselves and achieve very well. This is effectively supported by staff who are caring and responsive, sitting alongside children to support their play and asking open questions, such as 'I wonder what this is for?' which fosters children's critical thinking skills. Children are actively encouraged to make connections in their play by discovering what happens when buttons are pressed and toys move around as a result of their actions, such as when playing with the 'Bee-Bot'. Children's progress is recorded and monitored well through the use of a 'learning journey' book with daily observations, lovely photographs, links made to the Early Years Foundation Stage and plans for next steps. Although all children have sufficient information recorded about their progress, some children's books are more detailed than others.

A very well organised, stimulating learning environment, both indoors and outdoors, actively fosters children's self-reliance and independence as they choose their activities and undertake self-care routines. Messy play activities are enthusiastically enjoyed by the children and provide opportunities for creativity and exploration. Natural resources are examined by toddlers who experiment with water, paint, sand and a range of treasure baskets which stimulates their senses and develops their knowledge about different materials. Older children are keen to use a range of implements to make marks on paper and show an interest in the written words around the setting, including their names where they self register. Children play a dynamic role in their learning, offering their ideas, making choices and being independent learners. For example, they are involved in discussions about what they want to do and self-select their resources from open shelving. They show high levels of independence, curiosity, imagination and concentration. Each child's individual progress is observed, assessed and recorded in order to meet their individual needs effectively. Their individual, identified next steps are woven into the planning, which is all based around children's interests. Children are excited to share what they have learnt and know, for example, a child draws a shape on a piece of paper, saying 'look at my semi-circle', then cuts it out. A member of staff says 'Yes it is a semi-circle. Well done to remember what we did yesterday'. The child smiles proudly.

Children are considerate and are developing an excellent understanding about others and the wider world to foster their future tolerance of difference. All children, regardless of age, gender or ability, are actively included in events, and the setting ensures children are surrounded by positive images of the wider society and they celebrate world festivals. Children show an exceptional understanding of the importance of following good personal hygiene routines. They spontaneously wash their hands before eating and after using the toilet. They use liquid soap and individual paper towels to prevent the risk of cross infection. They independently access the drinking water when thirsty. Children benefit from the excellent role modelling of staff, who explain why they are cleaning the tables before snack with anti-bacterial spray and use gloves at all times when wiping children's noses.

Children re-enact what they learn in their role play, for example, they put on gloves when they change a doll's nappy. Children enjoy regular fresh air and exercise in the wonderful rural location, where they explore the outdoors and nature. For example, they visit the chickens daily, learning how to care for them and collect their eggs. They run, climb and are active, understanding the importance of exercise as part of maintaining a healthy lifestyle. Children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard.

Children's behaviour is exemplary. This is because the staff are attentive, praise the children frequently and set clear boundaries regarding acceptable behaviour. Children quickly learn right from wrong and even younger children are sociable and caring towards others.

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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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