

# Farfield Nursery

Inspection report for early years provision

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**Unique reference number** EY390224  
**Inspection date** 28/01/2010  
**Inspector** Ingrid Szczerban

**Setting address** Farfield Nursery, Farfield Road, SHIPLEY, West Yorkshire,  
BD18 4QP

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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

Farfield Nursery opened in 1990. However, the provision has been registered with a new owner since February 2009. It operates from three playrooms for the different age groups in a single-storey building in Shipley near Bradford. There is enclosed outdoor playing space for all ages of children, including the babies. The nursery serves children and parents from the surrounding areas.

The nursery is registered to care for 50 children included on the Early Years Register. There are currently 60 children on roll on a full- and part-time basis. Children attend for a variety of sessions. The nursery opens Monday to Friday 8am to 6pm throughout the year, except for Christmas week. The nursery has systems in place to support children with varying needs and supports children with English as a second language. The nursery supports children who receive funding for nursery education.

There are 18 members of staff who work with the children, of whom 11 are part time. Of the staff, 13 hold a suitable early years qualification; one staff member holds a early years qualification to qualified teacher status and the owner is a qualified teacher. The nursery is a member of the Pre-School Learning Alliance and the National Day Nurseries Association. The nursery has links with other early years practitioners. A quality assurance scheme has been completed and they have received ICan (communication development) accreditation, through support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good attention is given to meeting the learning and development needs of children. Children take part in a wide range of activities and make good progress in all areas of learning. Inclusive practice is promoted well and children are very much valued and respected as individuals. Predominantly robust systems are in place to promote the welfare needs of children. The provider assesses the provision well and accurately identifies most areas for improvement. A good capacity to continuously drive improvement is demonstrated in order to ensure that outcomes for children develop positively.

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

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

- further develop the environment to include more of the children's individual artwork
- retain, for a reasonable period of time, records of children's arrival and departure times in the daily record of attendance.

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

The provider and staff demonstrate a generally sound understanding of their role with regard to safeguarding children. For example, they know what to do if concerned about a child and all staff are suitably vetted. Risk assessments are robust and minimise risks to children inside and outdoors. Systems in place to keep children healthy are good; staff wear protective clothing when changing nappies, and children use hand driers to prevent the risk of cross-infection. Staff are deployed well in the rooms to meet the needs of the children, and the accommodation is organised effectively to support children's overall development and welfare. However, not all of the daily attendance registers retain information about the arrival and departure times of children for the recommended minimum period.

Inclusive practice is promoted well by gathering important information from parents regarding children's individual needs, to help support their overall learning and development. The environment reflects users of the provision and a range of people in the wider world through positive images of diversity reflected in toys and displays. This helps all children feel welcome. The personal dietary needs of children are catered for and good support is given to children who use English as an additional language. For instance, staff have a list of relevant Russian words which they use to help settle in a new child. Children are independent. They select their own toys and equipment, which are stored at their height, and most areas in the nursery display individual children's artwork so that they feel valued and develop good self-esteem.

There are good systems in place to evaluate the service offered. The recommendations following the last inspection have been addressed and partnerships with local schools and with parents have been strengthened. The owner and the manager work within the nursery and therefore monitor and support staff on a daily basis. Regular staff meetings are held and ongoing training is encouraged. Room leaders meet every week to evaluate children's responses to activities and their individual interests, and to plan. Parents are requested to complete questionnaires, talk to staff most days and are invited to parents' evenings. As a result, everyone is involved in the evaluation of the service and areas for improvement are identified. For instance, at the parents' meeting it was felt that the children's menus could be made more healthy. Action was taken and the menus were reviewed and improved so that now all meals and snacks given to children are healthy, nutritious and free from excessive sugar, fat and salt. The nursery has also secured a substantial grant for developing the outdoor play area. The nursery has sought and followed advice from the local authority to improve outcomes for children, such as developing a quieter area within the baby room, so that babies feel more relaxed and settled.

Partnerships with parents and carers are good. There are effective systems in place to exchange information and extend children's learning at home. Daily diaries about children's development are kept and discussions take place each day. The child development records are freely available to parents and they receive regular

newsletters. Parents discuss their child's development with staff in detail at parent meetings, and mutually agreed times are arranged for individual appointments if they cannot attend. Links with other settings delivering the Early Years Foundation Stage have been much improved. The nursery shares weekly diaries with the school that children attend in order to compliment their learning and share information.

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

Children make good progress in their learning and development. Good observations and assessments are made by the staff who are key workers for the children. These include what children are interested in, what they are learning and their next steps for progression. Detailed information is obtained from parents before children begin. This helps the staff to be able to follow children's home routines and plan for their individual interests. As a result, children settle well because the transition between home and nursery is made as seamless as possible. Plans of activities are used flexibly to follow the direction that child may wish to take, thereby sustaining their interest and promoting children's self-esteem and creative ideas.

Children learn about their personal safety and how to remain safe as they play. For instance, they are reminded not to run indoors as staff explain that they could trip and hurt themselves. Healthy, balanced and nutritious food is given to children, and they eat with good appetites. Children know they must wash their hands before eating and after using the toilet; the habit is well formed so that children perform these actions automatically. Good emphasis is put on children receiving fresh air and exercise outdoors and children play out regularly, including the babies. They all have a range of opportunities to develop their physical skills as they push and pull equipment, climb, run or use wheeled toys.

Children from a variety of age groups and backgrounds respond happily in this environment, which is well organised, enabling them to be independent and develop skills for the future. For example, they make decisions about what to play with from well-stocked resources which are easily accessible. Babies are happy and confident in their relationships with staff. Their individual care needs, such as being cuddled for reassurance, are met well so they are emotionally secure. The children learn self-care skills, such as putting on their own coats, hats and gloves. They act as monitors to help with everyday tasks; on a rota basis they set the tables at lunchtime and feed the guinea pigs. Therefore, they learn to consider the needs of others and take responsibility.

Children delight in new experiences and finding out about the world around them. For example, they visit parks, shops, churches, bird sanctuaries and Tropical World. They learn to appreciate diversity as they are introduced to the foods, music and customs of other countries. Babies learn about themselves as they love to look at their reflections in the mirror. They explore the properties of paint with their senses, and smile as they brush paint onto their hands, and then use both brush and hands to apply it to paper.

Children communicate well. They talk about what they are doing and are supported well by staff, who extend their conversations. Story time and singing sessions are very popular with all ages. The children relish the sounds and rhythms of music and move their bodies in time to the beat. Toddlers are totally absorbed as they listen to stories; they join in with gusto because stories are read with infectious enthusiasm by staff. Therefore, they develop good concentration, the ability to listen, memory skills and a love of books, and extend their vocabulary, while having a great deal of fun with their friends.

## 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	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

<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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