

Manor Farm House Nursery School

Inspection report for early years provision

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Inspection date 08/03/2010
Inspector Catherine Louise Sample

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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

Manor Farm Nursery School originally opened in 1967 and changed ownership in 2007. It is privately owned and is one of two nurseries run by the same provider. It operates from a former school building in the village of Netherhampton, near Salisbury, Wiltshire. The premises consist of three buildings which are set in their own grounds. Access to the site is via several steps. Children attend for a variety of sessions. The nursery opens five days per week from 8.30am to 5.30 pm during school term times and there is also a holiday club.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for 40 children aged up to eight years. There are currently 67 children in the early years age group on roll, of whom 23 receive funding for nursery education. The nursery supports children with special educational needs and/or disabilities.

There are nine staff who work with the children, of whom six hold an appropriate early years qualification and two are currently undertaking training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in this welcoming and friendly setting. Each child's unique needs are recognised and respected and staff work closely with parents and other providers to ensure that these are fully met. They also take positive steps to ensure that all children can take part in activities and are equally valued. The quality of the provision is regularly monitored and evaluated and development plans are in place to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- improve access to resources in order to provide more opportunities for children's independent exploration of a widening range of media materials and mark making materials to allow them to freely respond to experiences and express and communicate their ideas
- develop further the range of positive images and resources available to help children of all ages learn positive attitudes to diversity and difference and to value aspects of their own and other people's lives.

The effectiveness of leadership and management of the early years provision

Children's care and learning are enhanced by having committed and enthusiastic staff who work well together as a team and most of whom are qualified or

currently undertaking training. Staff are well-managed and effectively deployed. They have lead roles which help to involve them in the running and development of the provision and they have good opportunities to contribute to the ongoing evaluation of the quality of the setting. They have also completed an external evaluation scheme. The nursery is well-organised, which ensures that children have plenty of play space indoors and outside and can generally access resources independently. There is a wide range of toys and equipment for all ages that fully cover most areas of children's learning. An appropriate range of policies and procedures are implemented effectively and all required records are kept accurately. Staff have a good understanding of child protection issues which helps them to safeguard children. All staff have been vetted and any unvetted persons are directly supervised at all times to ensure that they are never left alone with children.

Children have extensive opportunities to find out about other countries and cultures as they take part in activities linked to different topics, such as France and the Caribbean and use resources, such as an interactive globe. However, this learning is not reinforced by having a wide range of multicultural resources and positive images in all rooms. There are currently no children with special educational needs and/or disabilities on roll but the nursery has a Special Educational Needs Coordinator who understand the importance of working closely with parents and other agencies to support such children fully. Children benefit from the positive working relationship between the parents and staff. Information is shared effectively through discussion and daily diary sheets are also used for younger children. There are regular parents meetings where the key person can discuss the child's progress with parents and show them their learning journey. This ensures that parents are engaged in their child's learning and that staff can fully understand each child's unique needs. The nursery also shares information with other providers to ensure a consistent approach to each child's individual care and learning needs.

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

Children enjoy the wide range of resources and activities available and particularly enjoy playing outdoors. They confidently choose what they want to do and enthusiastically take part in more structured activities, such as art and craft projects. They enjoy role play and dressing up in the home corner and exploring sound as they use musical instruments and have weekly music lessons. They have regular opportunities to use art and craft materials, although the way in which these and mark making materials are stored means that children cannot freely explore and use different media and materials and practise emergent writing skills at all times. Children are confident communicators. Older children speak up at circle time and chat to one another and to staff. Young children practise babbling and making sounds as staff interact with them. All ages enjoy handling and looking at books which are stored at low level to enable them to access them easily. Children also have easy access to resources that help them develop their problem solving and numeracy skills. Children count out the beats as they play instruments and staff talk with them about size and shape. They are finding out about other

countries and different ways of life and have weekly French lessons. They also have excellent opportunities to find out about living things as they care for and ride on the nursery pony. Children are well behaved and are learning to think about others, such as choosing a suitable computer programme for a younger child to use. They are eager to learn and take part in different activities and older children focus well on what they are doing. They are learning independent skills as they help to tidy up and go to find their coats.

Staff provide high levels of support for children which helps them to reach their full potential. They offer plenty of praise and encouragement and when a child is insufficiently challenged by an activity, staff move them on to something more appropriate. They make ongoing observations of all aspects of children's progress and use these to complete detailed learning journeys for each child. They use these to inform planning so that this takes account of the next steps that each child needs to take. Parents are asked to complete an initial profile for their child, which helps staff make a baseline assessment and are encouraged to contribute to their children's learning journeys. This helps to involve them in their children's learning.

Children are learning about staying safe as they take supervised risks, such as crossing the bars on the climbing frame. This allows them to assess danger and learn how to use equipment safely. Staff regularly remind children about their personal safety, such as not sitting on the heater cover and not standing up on the sofa to look out of the window. Thorough risk assessments for the premises ensure that all areas are safe and children of all ages demonstrate how secure they feel by the confident way in which they move around, interact with others and choose what to play with. Children are learning about healthy lifestyles. They are physically active and spend much of the time outdoors using various equipment that helps them develop their motor skills and keeps them fit. They also enjoy moving to music indoors. They have nutritious snacks and meals and grow their own vegetables which help them find out about healthy eating. They follow thorough hygiene procedures which help to prevent the spread of infection.

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	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	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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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