



The Farningham Day Nursery

Inspection report for early years provision

Unique Reference Number EY311882
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Inspector Stephanie Graves

Setting Address 13-14 Eynsford Road, Farningham, Dartford, Kent, DA4 0BD

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Registered person Gillian Anne Mitchell

Type of inspection Integrated

Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Farningham Day Nursery opened in 2005. The setting operates from three rooms in a privately owned, detached house. It is situated in the village of Farningham, Kent. A maximum of 34 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. It also offers extended hours from 07.30, or until 18.30 on request. Children access the downstairs areas of the property only, and all children share access to a secure, enclosed outdoor play

area.

There are currently 60 children aged from 3 months to under 5 years on roll. Of these, 17 children receive funding for nursery education. Children come from a wide catchment area.

The nursery employs 15 staff. Of these, 13 staff, including the manager, hold appropriate early years qualifications. There are 2 staff currently working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are provided with a good range of experiences, which help to promote their knowledge and understanding of good health issues. For example, they are encouraged to be independent with routine self help skills, including toilet visits and hand washing. Effective procedures help to prevent cross infection. This includes the use of antibacterial spray to wipe surfaces and staff wearing disposable aprons and gloves during nappy changes. Children benefit from procedures which ensure they are taken care of if they have an accident or become ill. For instance, accidents are well recorded and children do not attend if they have an infectious illness. Written consent to seek medical advice or treatment is not in place.

Children understand the benefits of a healthy diet. Drinks are readily available and children are encouraged to make healthy choices regarding the food they eat. They may choose from a selection of fresh or dried fruit at snack time and benefit from appealing, nutritious meals, such as chicken, rice and vegetables for lunch. Clear agreements between staff and parents ensure the dietary needs of babies and very young children are addressed, although there is currently no system in place to record details of foods given. Older children are encouraged to help prepare their own tea and may include making scones and sandwiches. Menus are displayed and staff work closely with parents to ensure children's individual dietary needs are met.

Children learn the importance of physical activity through the nursery education curriculum. They have regular opportunities to experience fine manipulative experiences as well as vigorous outdoor play. They are beginning to understand the effect physical exercise has on their bodies and they know when they need to rest.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure environment. There is plenty of space for them to move around and play freely within safe boundaries. Toys and equipment are checked regularly to ensure they are safe and appropriate for all ages and stages of child development. An effective risk assessment ensures potential hazards are

identified and reduced. For example, the outdoor play area is checked every day before children go out, to ensure there are no safety concerns. Very young children are well supported by staff who allow them to move around independently, but supervise closely to reduce the risk of accidents. Older children learn how to help keep themselves safe through meaningful routines and activities. For example, staff teach them the importance of sitting down at a table when using scissors, to avoid accidents and children riding bicycles know they need to wear safety helmets.

Children are well cared for because effective procedures promote their welfare and safety at all times. These include an emergency evacuation procedure, which is regularly practised with the children, as well as child protection procedures which demonstrate a good understanding of current requirements.

Helping children achieve well and enjoy what they do

The provision is good.

Children are comfortable and settled at the nursery. They demonstrate high levels of well being and involvement, because staff provide them with a range of stimulating toys, resources and free play experiences.

Babies enjoy the benefits of frequent cuddles and close contact with staff. They have secure relationships, because staff know them well and spend much of their time playing and talking with them. Practitioners have a sound understanding of the range of experiences required to enable children to make progress in all areas of learning. The setting has implemented the Birth to three matters framework and training updates are planned. Babies enjoy the colours, sounds and feel of interactive toys, which they explore with interest and concentration. They develop early communication skills, because staff use routines, including feed times, to engage in warm verbal contact with them. Children up to the age of three years have sound relationships with adults and are not afraid to seek support. They are beginning to show interest and involvement in a range of accessible activities. Action songs help to develop children's confidence and their ability to listen and respond with enjoyment. Investigation through resources including paint, construction and role play equipment, helps younger children to represent their experiences and ideas, and make connections as they play.

Nursery education

The quality of teaching and learning is good. Children are making consistent progress towards the stepping stones and early learning goals. This is because the majority of staff working with them have a sound knowledge of the Foundation Stage. Planning is well documented and displayed for parents and children are provided with activities and experiences, which build on what they already know and can do. Regular evaluations help staff to focus on the success of activities and planning is informed by children's progress records.

Children show a very strong sense of belonging as they play and learn together. They are confident and friendly and show care and concern for others. They use conventions such as 'please' and 'thank you', for example, as they socialise at snack

time. Children are becoming independent learners as they move around the room, choose their own activities and follow routines such as helping to tidy toys away. They use a variety of tools to make marks and some are able to write their names using correctly formed letters. Others attempt to write for a range of purposes, such as making shopping lists during role play. Children are developing a sense of time and begin to differentiate between past and present experiences. For example they talk about a child who used to attend the setting, but has now 'gone to a new nursery'. They sit quietly and concentrate during familiar stories and actively contribute their own thoughts and ideas. This is well extended by staff who ask questions to help them think and respond. Children are gaining confidence with numbers and counting. They use simple addition and subtraction in every day routines. For instance, when discussing the numbers of children attending. They learn to identify and describe 3D shapes and use language such as 'bigger' and 'more' to describe size and quantity.

Children learn about the similarities and differences between themselves and others through projects and themes, which include activities about their own families and others from around the world. They demonstrate curiosity and concern for living things; including a fly 'stuck' in a puddle during outdoor play. They explore the concept of the wind 'blowing indoors' when the door is opened and why camera lights flash as photographs are taken. Children are developing good hand eye co-ordination. Some are very competent with using scissors to cut a range of craft materials. Others enjoy construction activities, or using the mouse as they follow simple instructions on the computer. Use of the outdoor area promotes children's developing physical skills, which is regularly promoted through ride on toys and climbing and balancing on large apparatus. Children move confidently, imaginatively and safely as they take part in music and movement opportunities. They sing familiar songs and creatively explore sound through musical instruments. Children's progress records are shared regularly with parents. Overall the provision plans and provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

Helping children make a positive contribution

The provision is good.

Children are warmly welcomed into the nursery and are cared for according to their individual needs. They arrive confidently and demonstrate a strong sense of belonging. This is because staff are fully attentive and enjoy being with the children. Babies and young children are settled and comfortable because they are regularly acknowledged and affirmed by staff. They develop self assurance and confidence when making choices and seeking comfort or help. Children learn about the similarities and differences between themselves and others through toys, resources and well planned activities, which promote positive images of diversity. Children are well behaved, learn to share and take turns and understand the difference between right and wrong. This is because staff are good role models, support children according to their individual ages and stages of development and regularly praise their achievements and good behaviour. Children benefit from consistency of care, due to staff and parents working closely together to support their needs. For

example, parents feel staff are friendly, approachable and share information to ensure children's needs are met. The provider takes positive steps to ensure that parents are kept well informed about all relevant policies and procedures.

Partnership with parents is good. Parents of children receiving funding for nursery education feel they receive good quality information, for example through consultations and children's individual progress records, which they can contribute to. Opportunities for parents to share their special knowledge and skills with the children are being developed. Curriculum plans are displayed with clear aims relating to the early learning goals. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children are comfortable and settled within a very well organised environment. They feel secure and totally at ease with familiar staff and their surroundings and can access a wide range of play opportunities. Systems are in place to ensure the adults working with children are suitable to do so. The registration certificate is displayed and the necessary records are in place and shared with parents. These include effective daily attendance records which show clear arrival and departure times. Children's welfare, care and learning are promoted, due to the effective policies and procedures, which underpin the group's good practice.

The leadership and management is good. Staff knowledge of the Foundation Stage is good and there are clear aims for the personal development and achievements of all children. Staff are committed to the integration of care and nursery education, to promote successful outcomes in all areas of child development. Regular communication and monitoring of teaching and learning means the overall effectiveness of the curriculum is evaluated well. The provider is committed towards the continuing improvement of the provision. For example, the group have embarked upon the 'Kent Quality Kitemark' Endorsed Quality Assurance Scheme. The nursery provides a professional service. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- promote children's health needs by obtaining written consent from parents to seek medical advice and treatment, and by reviewing systems regarding the recording of food intake, especially for babies and young children

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the partnership with parents by encouraging them to be included and involved in children's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk