



## **Pheasey Park Farm**

Inspection report for early years provision

|                                |   |
|--------------------------------|---|
| <b>Unique Reference Number</b> | EY294164  |
| <b>Inspection date</b>         | 01 November 2005  |
| <b>Inspector</b>               | Jennifer Turner   |
| <b>Setting Address</b>         | Pheasey Park Farm Primary School, Wimperis Way,<br>Birmingham, West Midlands, B43 7LH |
| <b>Telephone number</b>        | 0121 366 7634   |
| <b>E-mail</b>                  |   |
| <b>Registered person</b>       | Pheasey Park Farm Home School Association LTD   |
| <b>Type of inspection</b>      | Childcare   |
| <b>Type of care</b>            | Full day care, Out of School 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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

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

### WHAT SORT OF SETTING IS IT?

Pheasey Park Farm Play Care opened in 2001 and registered again in 2004 due to a change of the registered person. The provision is run by the Pheasey Park Farm Home School Association and operates from Pheasey Park Farm Primary School, in the Great Barr area of Birmingham. The play care serves children and families in the local community and surrounding areas. There is a secure area for outdoor play.

The play care is registered to care for a maximum of 68 children under the age of 8 years at any one time. There are currently 150 children from 0 to 8 years on roll. This includes 32 funded 3 and 4 year-olds. Children attend for a variety of sessions. The

group supports children with special needs and children who speak English as an additional language. Play Care is open Monday to Friday all year round. Sessions are from 8:00 until 18:00.

There are 27 part-time staff who work with the children, of whom 22 are qualified to NVQ level 2 or 3. There are 5 staff who are unqualified. The setting receives support from a teacher mentor from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children are welcomed into a lively, child-orientated and very clean environment where they can play, rest, sleep and be active according to their needs. Staff follow highly effective environmental health and hygiene procedures, meeting the children's physical, nutritional and health needs and allowing them to thrive and flourish. Children gain an excellent understanding of hygiene and a real desire to become increasingly independent in their personal care, because of the staff's exceptional support and guidance. Children understand how and why they should wash their hands after using the toilet, before eating, or playing outside. These hygiene practices are incorporated within their daily routine and impact positively on their independence and health. For example a 3-year-old child goes independently to the toilet and washes her hands afterwards. The child tells the staff that she has washed her hands, "all germs gone."

Children enjoy a wide range of physical activities and develop an impressive control over their bodies because staff effectively organise stimulating daily indoor and outdoor activities. This contributes extremely well to their good health. Children enjoy outdoor activities such as, riding bikes or playing in the exciting adventure play ground. Alternatively children engage in fun indoor activities such as dancing and singing to nursery rhymes with movement, which improves their physical competence. The staff have a good knowledge of 'Birth to three matters' framework, which they use very effectively when planning activities for younger children. Their excellent understanding of each child's stage of development means that the youngest children are confident to try out new skills, ask for help when needed and set their own limits within the safe environment.

Children benefit from a nourishing and healthy diet provided through the schools healthy eating programme and because parents provide healthy packed lunches. Children are provided with delicious, nutritious meals and snacks that appeal to them and meet their dietary needs. For example, children have a selection of salads, vegetables to eat with the meal and fruits for their snack during break time. Parents are informed daily about what their child has chosen to eat at lunch time and throughout the day. The children learn about healthy living as they are encouraged to take an active role in learning about healthy foods through projects. The staff encourage children to talk about 'good' and 'bad' food and the effects sweets have on their teeth. Children thoroughly enjoy being involved in these activities and this

stimulates lots of discussion, encourages them to make healthy choices and is instrumental to their growing self-confidence. Children are able to access drinking water throughout the day. The staff have completed a 'Basic Food Hygiene' course which greatly enhances their knowledge of safe hygiene practices when preparing nutritious snacks. High levels of parental involvement in 'Healthy Eating' projects contribute significantly to children's understanding of a healthy lifestyle.

Children's well-being is prompted as the staff work to concise, purposeful policies and procedures, which have been developed with regard to health, hygiene, medication and any illness in the children. The staff's good practices are reflected clearly in these written procedures.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children are cared for in a stimulating, lively environment where risks of accidental injury are minimised because the staff are extremely vigilant and use thorough risk assessment to reduce potential hazards. Staff have an excellent understanding of how to achieve a balance between freedom of behaviour and setting safe limits. They involve all the children very effectively in organising their environment, allowing them to trust and explore their environment fully. Children are continually learning to keep themselves safe through their daily activities. For example, staff talked to them about road safety, how to avoid accidents and to stay safe from strangers, particularly as they discussed plans for celebrating Halloween. Children have a clear understanding of the boundaries in place and the reasons for them. They know about the risk from fire and how to keep themselves safe, because they take part in regular emergency evacuation drills. Children have excellent opportunities to learn a sense of danger and acquire a sound knowledge about how to protect themselves from harm.

Children have safe access to an exceptional range of high quality play resources and equipment appropriate to their age and stage of development. Children are well protected as the staff have extensive knowledge and understanding of child protection procedures. Children learn about shielding themselves from harm because they are regularly involved in age-appropriate discussions. Parents are provided with factually correct up-to-date information on child protection issues. There is also a written policy and procedure to ensure parents fully understand the adults' duty to protect children. Staff have completed a child protection course and give utmost priority to safeguarding all children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children are inspired and eager to learn as the staff provide a stimulating environment and variety of activities to instigate their interest. The staff plan weekly activities and daily routines to ensure children make choices about their activities and can input their own ideas into their play. Children relish a regular range of excellent activities which include; art and crafts, imaginative play, constructive play, drama,

dressing-up, model making, and visiting places of interest. Children respond to challenges through the staff's extensive knowledge and professional support. This ensures activities are appropriate for the individual child's development, enabling the child to move forward at his or her own pace.

Children are encouraged to use imaginative play, explore feelings and family relationships as staff use the 'Persona dolls' to raise children's self-esteem and encourage them to develop empathy for people who are different to themselves. They develop rapidly due to the care and excellent preparation which goes into the planning of daily routines. Activities are often adapted to ensure all children present can participate and are appropriate for the individual children's development. For example, staff read the story of 'The selfish crocodile' involving children by using soft toys to represent the various characters in the story.

Children have a very warm relationship with the staff which contributes to their sense of belonging. Their behaviour is exceptional and they play with each other in harmony. Children have a good understanding about right and wrong, reinforced by the staff's positive attitude towards their care and development. Children acquire new knowledge and skills as they learn about the world around them and how things grow through the expert practice adopted by staff. Their day is full of experiences which ensure they are making connections about their environment through regular group visits to places of interest or exploring the protected red toad stools growing in their garden.

Children are motivated and make many good links in their learning as they use their imagination in creative play. They are confident speakers and communicate their ideas well because the staff ensure that they are fully meeting the individual needs of the children through continued training and development. Children achieve well because the staff are highly skilled and use their exceptional understanding of early years guidance, such as the 'Birth to three matters' framework and the Curriculum guidance for the foundation stage.

### **Helping children make a positive contribution**

The provision is outstanding.

Children are valued, respected as individuals, and treated with equal concern as the staff have an excellent understanding of equality issues, as well as experience of working with special needs children. Staff ensure that all children's needs are met effectively. Children have comprehensive opportunities to learn about themselves and develop a healthy respect for the needs of others. Children learn about the wider community through planned activities, such as celebrating festivals and resources reflecting positive images of culture, gender and disability.

Children's behaviour is exemplary. They respond to the staff's highly effective, clear behaviour boundaries. Children show care and concern for each other and play together in harmony. They have an excellent awareness of what constitutes acceptable behaviour. They share toys and special time with each other. They know what is expected of them and are confident to ask for what they require. The staff praise children for positive behaviour by rewarding them with lots of praise and telling

children how proud they are of them when they do something well. The children's understanding of right and wrong is developed as they respond to gentle reminders to care for their environment, play with each other and use equipment appropriately.

An excellent partnership with parents contributes significantly to children's well-being in this setting. The staff have an excellent system in place to inform parents about the children's daily activities. Each parent has sufficient time to discuss their child's progress on a daily basis. A notice-board provides excellent information and allows the parents to become actively involved in their children's development. For example, the staff provide information on the curriculum and photographs of the children as they engage in activities. Children benefit greatly from the involvement of their parents in projects which contributes to their good health, safety, development and learning.

## **Organisation**

The organisation is outstanding.

Children's care is greatly enhanced by the staff's exceptional organisational skills. Children are eager to attend and relish their time in a lively and safe setting, which puts them first. They feel welcome because the environment is organised effectively and play resources and activities meet individual children's needs. Indoor and outdoor space is laid out to maximise play opportunities for all children, this has a positive impact on the children's learning and development.

Children's development is promoted due to the careful planning and preparation completed by the staff. They have a written plan of activities, which is evaluated regularly to plan the next steps for each of the children. They identify the outcome for them and these are discussed with the children in order for them to be involved in the planning of themes and activities. Detailed records are kept of each child's progress. Staff use policies and procedures effectively to promote the welfare, care and learning of all children. All legally required documentation relating to children's health, safety and well-being is in place and is regularly reviewed.

The staff team are committed to continuous improvement and development through extensive opportunities for training. This training has enhanced the excellent practices, increased their knowledge of the value of clear procedures and policies which are evident in day-to-day practice.

Staff offer high quality opportunities for all children, rooted in their knowledge of child care and development. They ensure that all children are supervised at all times and that people with access to them are suitably vetted and authorised to collect them. Overall, their commitment, enthusiasm and enjoyment of what they do is reflected in the positive impact the provision has on the children. The provision meets the needs of the range of children who attend.

## **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration.

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.

### **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

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

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

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](http://www.ofsted.gov.uk)