

Flaxton Children's Nursery

Inspection report for early years provision

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Inspector

Carol-Anne Shaw

Setting address

Draft Farm, Flaxton, York, North Yorkshire, YO60 7QP

Telephone number

01904 468888

Email

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*.

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Description of the setting

Flaxton Children's Nursery was registered in 1999. It is privately owned and managed by the provider. It is situated at Draft Farm in the rural village of Flaxton, just off the A64 between York and Malton. The building was previously a grain store developed into a nursery. Children are accommodated on two floors. Babies are cared for on the first floor in a self-contained unit with a playroom, a separate sleep room and kitchen facilities. A toddler room with adjacent toilet facilities and a pre-school room also with adjacent facilities are provided on the ground floor. Both these rooms have separate enclosed outdoor play areas.

The nursery is registered on the Early Years Register to provide care for 30 children aged from birth to five years. There are currently 51 children on roll.

The nursery opens from 8am to 6pm Monday to Friday all year round, with the exception of one week at Christmas. Children attend for a variety of sessions. The nursery serves the local community and the wide surrounding area.

There are eight members of staff who work directly with the children, as well as the manager. The owner, who is a qualified teacher, supports the staff team. Most staff hold a recognised early years childcare qualification ranging from level 2 to level 4.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team have a good knowledge of the Early Years Foundation Stage and the six areas of learning. They successfully include individual children's interests in the planning of activities. Working closely with parents and other providers ensures the provision meets children's individual needs. The policies and procedures are effective and inclusive for those children who attend. Ongoing self-evaluation and reflective practice help all adults involved in the children's care to identify their strengths and areas for continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to refine the observation and assessment systems to clearly show children's progress
- continue to develop the outside areas to provide an enabling environment to support children's learning in all areas of development.

The effectiveness of leadership and management of the early years provision

Staff are vigilant about safety and carry out daily checks of the equipment and all areas used by children to assess and eliminate risks. The manager is clear about her role and responsibilities concerning safeguarding. She keeps updated through attending training. Good practice is shared with the staff team, who keep updated by completing online training, ensuring they are confident to follow the nursery's policies and procedures. These link with the Local Safeguarding Children Board procedures. This is clearly presented and shared with parents.

The staff team work closely with parents, creating good working relationships. They are welcoming and professional. Consequently, parents share information about their children, which helps provide continuity of care. Parents are very happy with the service and express their positive views of the provision. All legal documentation is in place, well maintained and regularly updated. The nursery maintains children's individual records and shares them appropriately with parents. Parents and carers are provided with well produced, clear and good quality written information about the provision. The staff team ensure parents are informed of their children's progress and achievements through daily discussions, written observations and assessments. These are included in the children's learning journals. However, the recording is complicated and lacks clarity. The staff team are in the process of developing them further to ensure effective recording.

The enabling environments in all sections are mainly well resourced, with a good range of natural materials for children to use and explore. The children in the downstairs playrooms freely access the outside play provision. This is not as effectively resourced and organised as indoors, as it has a high proportion of plastic equipment for the children to use. This has been identified as an area for further development by the staff team.

Staff work very well together as a team. The manager and owner work together and lead the staff by example. The staff share the ideals and vision for the future, and confidently suggest new ideas and areas for development. Using self-evaluation gives a good understanding of the strengths and weaknesses of the provision. Plans to identify areas for continuous improvement are clearly identified, and staff work together to make ongoing improvements. The action taken to tackle the previous recommendations has improved the outcomes for children. The provision has a good commitment to working in partnership with other providers. For example, the staff team are developing effective links with the local schools and other childcare providers. This liaison and sharing of information ensures continuity at transition.

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

All children are making good progress in the Early Years Foundation Stage because practitioners have a sound understanding of how to implement the framework and

provide a good balance of interesting activities, which meet children's individual needs and interests. Effective planning and good organisation ensure staff support children during their play and extend their learning. In addition, children frequently share their ideas for themes and activities. For example, when they wanted the home corner to be a fire station, staff accommodated their suggestions and helped the children to establish this. The key person system is working effectively. Consequently, parents readily share information about their children with their main carer. When children first start, parents work with staff to complete the initial information about the child. This enables the key person to know children's starting points and helps to give them a clear understanding of children's individual abilities and interests. Staff use observations and assessments to identify learning priorities and plan motivating learning experiences for each child. They make notes during activities and transfer these to children's individual development folders. These observations are matched to the expectations of the early learning goals. Parents have access to their children's development folders.

Children enjoy their time at the nursery. In all sections they enjoy purposeful play in a relaxed environment, where they have plenty of time for exploration, problem solving and developing their creativity. Children are cared for in premises which are welcoming and child-friendly. Each section is effectively organised according to the ages of the children attending. They have access to a wide range of good quality play materials, which are in excellent condition and are stimulating and challenging. Self-selection is very good in all sections and children move freely about the play areas selecting what they do. They learn to take care of the resources, and older children remember to clear away when they have finished, leaving it tidy for the next child.

The pre-school children learn to be independent. They freely access the toilet, remembering to wash their hands, and put on their coats to go outside, asking for help with the zip if required. They use a café system at snack time for the older children, who pour their own drinks and enjoy selecting and cutting up the fruit, promoting their independence. The older children know the tables have to be cleaned before they set the tables for lunch. This is a duty done each day in turn. The children are very proud of the wristband that shows it is their job today to help set the tables. During lunch, a social time in all sections, children chat to staff about things that have happened at home. The babies follow their own personal routines, with lots of cuddles from staff. As they become more independent, they start to feed themselves, learning to use spoons and forks. The babies learn some simple signs so they are able to communicate when they want a drink before they can verbalise.

The children feed the birds and squirrels, and they grow vegetables in the small garden. Children are developing good communication skills and staff develop and encourage speech by talking to children clearly, using good questioning and listening to their views and comments. When children arrive, they use a self-registration system where they find their name card and put it on a board. They enjoy stories and use the book area frequently. Children listen to music in all sections and have fun playing musical instruments. They have great fun pretending to be firefighters with spray water bottles to put out the fire.

Children learn about their own safety. For example, they practise fire evacuation drills, learn about crossing roads safely when playing, and are careful about other children when using the equipment in the garden. Outdoor play is available on a daily basis, ensuring children benefit from regular exercise and fresh air. Robust physical games in the nearby schooling area help children to understand that exercise is part of a healthy lifestyle. They enjoy exploring and using their senses. They look at animals, identify birds and sometimes take photographs. The children gain an understanding of the wider world through discussion, topics and celebrating festivals.

There are many opportunities and a good range of equipment for children to develop their problem solving and numeracy skills. Good supplies of creative materials are available for the children in all sections to use as they choose. The staff give lots of praise and encouragement to build children's self-esteem. They consistently use clear explanations, and encourage decision making and the instigation of activities. Consequently, children are fully occupied and purposefully engaged, which results in extremely good behaviour.

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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