



Brunts Farmhouse

Inspection report for early years provision

Unique Reference Number EY242922

Inspection date 14 December 2005

Inspector Lynn Dent

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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?

Brunts Farmhouse Day Nursery opened in 1990. It operates from four rooms in purpose built premises in Long Clawson in Leicestershire. A maximum of 33 children may attend the day nursery at any one time. The day nursery opens each weekday from 07.30 to 18.00. All children share access to a secure outdoor play area.

There are currently 45 children from 9 weeks to 4 years on roll. Of these 9 children receive funding for nursery education. Children come from a wide catchment area, as

most parents travel to work in the surrounding area and the nursery has built a good reputation locally.

The day nursery employs 14 staff of which 8, including the manager, hold appropriate early years qualifications and 2 members of staff are working towards a qualification. The day nursery receives support from the local authority and has achieved an Investors in People Award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children know that they need to wash their hands to ensure that they are free from germs before eating their meals. Therefore, they actively participate in routines to do this. However, they are not always encouraged to use soap. Children are very aware of their personal needs. For example, they know they need to wear warm clothes in cold weather and explain they like the sun because it is warm. Children are protected from the risk of infection as practitioners follow very clear procedures. For example, parents are asked to keep children at home for a set period of time if they are infectious or taking medication. Clear procedures for hygiene are followed by practitioners at snack and meal times. However, peas and rice in the sand tray are not always cleaned after being spilt on the floor. Practitioners implement good procedures in hot weather. They use the 'Cancer Research Guidelines for Nurseries' to protect children from sunburn and heat related illnesses. This ensures children play in shaded areas, during the cooler parts of the day. All children use sun cream and wear hats.

Children receive a nutritious and varied diet which includes organic vegetables. At meal times children are encouraged to serve themselves. Consequently, they learn to make independent choices about their diet and eating patterns. They are never refused a dessert and are actively encouraged to try all foods. Afternoon snack time takes the form of a fruit bar where children help themselves to fruit as they wish. Consequently, children understand about making healthy food choices. Children currently do not access water independently. However, they independently pour their drinks at meal and snack times, and drinks are offered routinely throughout the day to ensure they do not become thirsty. Good account is taken of children's dietary needs. The nursery is currently working with parents to provide a suitable diet of Soya milk and supplements.

Children enjoy many varied experiences both indoors and outdoors to enhance their physical development. They confidently use climbing equipment, stilts and sit and ride or pedal toys. Therefore, they have well developed coordination and balance. Children show good spatial awareness as they skilfully move around others during play. Consequently, they show a respect for their peers and their own personal space. Children are competent in their finer physical skills. For example, they use jugs to accurately pour drinks and fill containers in the sand tray. Children use pencils and glue sticks with accuracy and younger children are supported to become independent when using scissors.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very safe, highly stimulating environment as risks of accidental injury to them are minimised because practitioners are extremely vigilant about safety. Regular detailed risk assessments are undertaken to check for potential hazards. Consequently, quick and effective action is taken to remove these. Children clearly understand the rules which keep them safe and respond very well to guidance from the practitioners. Therefore, they have freedom to learn about their own abilities and to take risks within the safe limits set by the practitioners. For example, the play area has a slope and children learn to be careful when riding wheeled toys. Safety surfaces protect children when using climbing equipment. Children can safely access a very wide range of high quality equipment and resources which conform to safety regulations. Children's safety continues to be maintained outside the nursery as practitioners increase the number of adults caring for children and always take a practitioner qualified in first aid.

Children are protected from people who are not police checked by robust policies and procedures which are implemented very effectively. These ensure practitioners know who is on the premises at all times. Students and practitioners who are not police checked are never left alone with children. Meticulous policies and procedures are effectively implemented to prevent the use of mobile telephones with a photograph or video facility and videos cameras within the nursery. Consequently, photographs of the children remain within the nursery. A clear policy which incorporates the local child protection procedures ensures children's welfare is a priority. This means practitioners clearly understand the signs and symptoms of abuse and neglect and are confident to put the reporting procedures into practice should the need arise.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and confident in the welcoming nursery. Consequently, they happily leave their parents and eagerly participate in the wide range of exciting planned and free activities provided for them. Children spend their time engaged and enjoy the activities. Therefore, their development is enhanced. Children are encouraged to access appealing resources to support their choice of play. Some children do not always actively do this. Consequently, their independent play may not be fully supported or extended. However, children do have time to re-visit previous learning and play experiences which provide a firm foundation for future play and learning. Children can use everyday equipment to represent everyday events. For example, children pour peas from a container into the sand pit and state "It sounds like rain" pouring it faster to make it sound like heavy rain. Children work and play well together. They share and play harmoniously alongside and with their peers. Children are treated with respect and kindness by practitioners who interact effectively with the children to support their learning and play. Children's language and social skills are developed and extended because practitioners make good use of questions and discussions about what they are doing. Children's individual needs

are met and enhanced because practitioners understand about child development and use 'Birth to three matters' to effectively plan and evaluate the activities provided for younger children. Consequently, their developmental progress is good. Care for babies is very effective due to the calm atmosphere and support given. Their communication and social skills are particularly enhanced by repeating children's babbling and by using phrases like "Where has the ball gone?" when playing with a ball.

Nursery Education

Teaching and learning is good. Children are making good progress towards the early learning goals due to the practitioner's clear knowledge of the Foundation Stage and how children learn. Practitioners successfully use a variety of teaching methods. Consequently, children are provided with a wide range of stimulating opportunities to learn. Activities and learning experiences are adapted to take full account of the children's age and individual developmental stage. Children are well behaved and have a good attitude to learning. Consequently, they have good relationships with their peers. Children's writing is good because they have meaningful opportunities to practise this. For example, they sign-in each morning. Some children write initial letters of their names and the more able children write their first and family names independently. They recognise initial letters as these are frequently used, for example to identify children's names. Children independently access books and show an interest in reading. Therefore, they can re-tell well known stories in the correct sequence. Children sit and listen attentively to stories and enthusiastically match actions to words during songs and rhymes. Children's understanding of mathematical concepts is well developed because practitioners effectively use mathematical language during daily routines and in practical activities. For example, they count how many children are in the group and use advent calendars to talk about the date. Children are given exciting opportunities to make sense of the world around them and show a lively interest in this. For example, they can explain they made play dough decorations the previous week. Therefore, they have an understanding of time. When painting the decorations they clearly explain they are to hang on their Christmas tree at home. This shows they can relate to events in their own lives. Children are very creative as they are not limited by time or resources or need to produce an end product. Consequently, their individual efforts are recognised and valued.

Staff plan well to provide rich and varied experiences for children, which are evaluated and adapted to ensure that learning outcomes are achieved. Consequently, they receive a broad and balanced curriculum which helps them to make good progress towards the early learning goals. Assessment and monitoring of children begins when they enter the setting. Regular observations by practitioners are used to identify children's achievements. However, these do not always currently give an overall clear picture of the children's progress. Parents receive good information about the foundation stage of learning and the education provided. Children's achievements are shared effectively with parents through discussions and meetings. Consequently, they are actively involved in their children's learning.

Helping children make a positive contribution

The provision is good.

Children are made very welcome and are very confident within the nursery which takes full account of their differences and individual needs. Consequently, they develop a good sense of security and good self-esteem. Children are positively encouraged to learn about the wider world in which they live because resources promote positive images and activities are effectively linked to a good range of festivals throughout the year. Consequently, children learn to respect differences in others around them. Children's birthdays are celebrated. Therefore, they feel valued. Children with special needs are quickly identified. The management is very aware to work with outside agencies to ensure these children's needs are met. Children's behaviour is very good due to the consistent positive behaviour management by practitioners. Children share and take turns, showing a clear understanding and respect for the needs of others around them. Therefore, spiritual, moral, social and cultural development is fostered. All children are happy at the setting and babies settle well because practitioner's work closely with parents to effectively maintain routines from home.

Partnership with parents and carers is good. They are kept very well informed of their children's care and learning through informal daily discussions, diary sheets, a range of planned meetings and newsletters. This helps to contribute to the children's well being and learning. Parents receive good information about the setting and the nursery education at induction. Detailed plans and information are displayed to inform parents of current themes, menus and changes in routines. Information is collected about the children and assessment is starting to be used to establish children's current stage of learning and to build on what the child already knows. Children's records are detailed and regularly updated with parents to ensure current needs are identified and met.

Organisation

The organisation is good.

Leadership and management are good. Children's welfare and safety is given high regard and maintained well by robust recruitment and vetting procedures. This means children are cared for by suitable practitioners who are deployed effectively to ensure they receive consistent good care and support in learning and play. New practitioners receive a comprehensive induction to ensure they clearly understand and can implement the nursery policies and procedures. Therefore, children are well cared for and receive a good service. The management show a commitment to practitioners professional development and encourage them to undertake regular training. Effective policies and procedures work very well in practice as the number of practitioners required to work with the children is always maintained, indeed often exceeded. Therefore, children feel secure and confident in the welcoming nursery.

The environment is stimulating and organised effectively to ensure children receive developmentally appropriate care and support. Children move confidently around the nursery interacting with all staff to receive rich and varied experiences. Care learning

and play are balanced and provide good support for children to achieve the early learning goals. Management are actively involved in the day to day care of the children. Therefore, practitioners work well as a team, are good role models for behaviour and show a commitment to enhancing children's care and development. Consequently, children's developmental progress is good. All children are making good progress through the Foundation Stage of learning because practitioners provide an interesting broad and balanced curriculum. Younger children are achieving their developmental goals because practitioners take good account of the 'Birth to three matters' guidance. Practitioners regularly assess the effectiveness of activities which are adapted when required to ensure developmental progress and learning intentions for all children are achieved. Children have equal opportunities to access and participate in all activities ensuring inclusive care and learning in the setting where all children matter. Overall the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to ensure that all documentation regarding visitors to the premises is easily available and to offer challenges for children to enhance their mathematical and physical development. The provider has taken appropriate action to meet these recommendations. Consequently, children's safety is maintained and there are stimulated by the maths and physical opportunities provided for them.

Complaints since the last inspection

There are no complaints to report.

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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):

- further improve opportunities for children to choose resources to support their independent play.

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):

- further develop assessments of children's learning to ensure records give a clear picture of their progress.

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