



Loversall Farm Day Nursery

Inspection report for early years provision

Unique Reference Number	EY301820
Inspection date	14 March 2006
Inspector	Tracey Jane Outram
Setting Address	The Courtyard, Loversall Farm, Loversall, Doncaster, South Yorkshire, DN11 9DD
Telephone number	01302 311000
E-mail	
Registered person	Loversall Farm Day Nursery
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

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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?

Loversall Farm Day Nursery has been registered since 2005. It is located to the south west of Doncaster in the hamlet of Loversall. The nursery is privately owned, and a subsidiary to the adjacent Loversall Farm.

The nursery premises is a self-contained two storey building. There is a secure outdoor play space that has a sheltered area for use in inclement weather. Children also have access to an organic vegetable garden and a sensory play area. Members

of staff regularly take children on walks around the surrounding farm land to look at the animals and to observe the farm at work.

The nursery provides full day care for 52 children from birth to under 8 years. Times of opening are from 07.45 to 18.00 on Monday to Friday, with the exception of public holidays. There are currently 103 children on roll. Nursery education funding is received for 17 children.

Including the cook, there are 15 staff working with the children. Of these, 8 are qualified and 3 are working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

The children attending the setting thrive because staff follow highly effective procedures and practices which meet children's physical, nutritional and health needs. Hygiene procedures are robust, and the children are highly active in taking a lead role in their personal care. The children are encouraged by dedicated staff to dispose of tissues hygienically and wash their own hands following lunch or snacks. Similarly, the children benefit greatly from the first hand experiences that they have on the farm. For example, they know and understand the importance of maintaining good hygiene practices after they have been assisted by members of staff to collect eggs from the nursery owned chickens.

The premises, toys and equipment are in pristine condition. Members of staff work purposefully to ensure that children are protected from infections, and they successfully ensure that sick children are cared for efficiently until they are collected by their parents.

The children's dietary needs are catered for extremely well. The versatile menu is nutritionally balanced and highly imaginative. Children's individual needs are successfully accommodated, and considerable effort is placed upon developing children's taste and palates. For example, babies who are beginning to eat solid foods are served with variety of different vegetables and food types, all of which are all individually liquidised. As a result, they begin to differentiate between textures and affirm their individual likes and dislikes. The children are served with high quality local produce, some of which they have grown themselves, from seeds, in the adjacent organic vegetable garden. The children are encouraged to help themselves to easily accessible drinking water and healthy snacks throughout the session.

Children develop excellent physical control because they participate in purposeful indoor and outdoor activities. The children confidently use an extensive range of small and large equipment with skill and control. For example, older children have good movement skills. They are able to successfully negotiate space and change direction to avoid obstacles either on foot or when they are using wheeled toys. Similarly, the experiences provided for the younger children are equally effective. Members of staff have a comprehensive knowledge of Birth to three matters. Their

considerable understanding of each child's stage of development means that children are provided with an excellent range of resources and activities. The children are confident to try out new skills such as climbing, and their coordination and dexterity is significantly increased as they thoroughly enjoy pulling, shaking and squeezing the many tactile resources that are provided.

All children are provided with opportunities to go for walks around the extensive nursery grounds and adjoining farmland. The children are wrapped up snugly on cold or wet days to enable them to benefit from accessing fresh air.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery is situated in semi-rural surroundings on a working farm. Consequently, the children access a very picturesque, spacious and secure outdoor environment. Similarly, the indoor environment is a bright and child friendly environment. Pictures and displays are presented attractively to enable children to observe and take pride in their own work. Activities are well organised to allow children sufficient space to play.

The range of resources and equipment are well designed, safe and very good quality. The children are able to access toys freely because the equipment is stored safely at child height.

The safety requirements of the setting are clearly displayed to ensure all visitors and adults are aware of the importance of maintaining a safe environment. Effective security ensures nobody can gain unauthorised entry into the premises, and the use of close circuit television allows the nursery management to see all areas of the nursery.

Each day, members of staff carry out a suitable a range of safety monitoring assessments. For example, they ensure that cleaning fluids are stored securely out of the children's reach, exits are free from obstruction and they view toys to ensure that they continue to be safe and suitable. Procedures for outings keep children safe because precautions such as good staff to child ratios and holding hands with adults is an integral part of the routine. Levels of supervision are good and safety rules are explained to children as appropriate to their level of understanding. The children are made aware of the fact that their nursery is situated on a working farm and that as a result safety procedures are necessary. Particularly when they access the animals and feed the chickens.

Child protection procedures are satisfactory. Members of staff observe children and they are sensitive and knowledgeable regarding the necessity to act promptly in any suspected cases of child abuse or neglect. There is a supporting written policy, however this needs to be updated to ensure that all staff are aware of which external organisations they should contact and report their concerns to.

Helping children achieve well and enjoy what they do

The provision is good.

The children attending the setting are very settled and contented within the secure and interesting environment. The exceptional location of the nursery on a working farm is of substantial educational benefit to the children. They successfully learn about the environment, seasons, animals and their habitats.

The children benefit from the many opportunities and encouragement that they receive from motivated and thoughtful members of staff who help to build up their self-esteem and confidence. They are included in a good range of planned activities and they also take full advantage of spontaneous events which create interest and fascination for the children. Good relationships are in evidence between the children and staff. As a result, the children develop a sense of security and they are confident to ensure that their needs are addressed.

The care of the children under the age of 3 years is very good. Staff are attentive and they actively implement the Birth to three years framework. They know and understand that each child is unique with their own preference and interests. Secure relationships are in evidence and babies and younger children have clearly bonded with the staff. The children are encouraged to explore and enjoy making friends.

The activities that they are provided with are worthwhile and purposeful. For example, babies' and toddlers' sensory and physical development is accentuated by the attentive staff. They enjoy teaming and ladling dry pasta, and interacting with music activities by waving wands and enjoying the effect created of shaking colourful streamers. Similarly, they have many opportunities to enhance their balance and bodily movements as they use the age appropriate indoor climbing apparatus under the watchful eye of the staff.

Children aged 2 to 3 years also have access to a rich creative and tactile curriculum. They take pleasure in creative experiences, such as sticking, water play and modelling with playdough. They are continually supported by attentive staff who offer support as the children skilfully sort and build towers with coloured bricks. The children are confident and when prompted by staff they enthusiastically use musical instruments and join in with familiar songs and rhymes.

Nursery Education

The quality of teaching and learning is good. The nursery environment is well organised and the children enjoy some free-play along with adult led and focused activities. The children enjoy attending and they are making good developmental progress.

Staff are familiar with the Foundation Stage for children's learning, and they plan activities that address the six areas of learning. Short term plans have clear learning intentions for specific activities including the use of the outdoor play space. However, planning does not demonstrate how the individual developmental needs of children are included in the curriculum or demonstrate how members of staff plan to address

the next steps in children's learning. Assessment records are thorough, they reflect what the children know, understand and can do, they are based on continual appraisal and frequent individual and group observations.

Members of staff use their time well, they are task orientated and work well as a team. Routines have structure yet retain a degree of flexibility to allow time to nurture children's interests and take advantage of spontaneous events. Staff ask children thought provoking questions, and they involve themselves fully with in the children's learning and play.

The children are confident and eager to participate in the daily curriculum and activity plans. They enjoy participating in imaginative play, and adults provide children with stimulation that successfully encourages them to act out different situations through drama. Similarly, within the role-play corner children skilfully make marks and write letters in order form lists, take orders and make booking. They demonstrate growing competency in literacy. They are able to confidently hold a pencil and accurately write letters that form familiar words and their names; the children have a clear understand that words carry meaning. The children are very confident communicators. They have a wide vocabulary and they vocalise their thoughts and ideas to form complex sentences. The children are eager to participate in conversations and they ask interesting questions to satisfy their own curiosity in a quest to extend their knowledge.

The children are very confident to play together with their friends. They demonstrate good self-help skills and they help each other by passing tissues or sharing out the toys equally. The children's independence skills are fostered well, they pour drinks for themselves and self-serve snacks. They successfully regulate themselves and they are able to inform members of staff when they have eaten. For example, children hold up three fingers to inform staff that that they have eaten three pieces of kiwi fruit. The children confidently rote count up to 10 and they successfully grasp the concept of weight and measure. They are able to confidently order items by length and they correctly distinguish between heavy and light objects in a balancing activity.

The children enjoy exploring their environment. They make good use of the broad selection of equipment and apparatus they are provided with. They have very good co-ordination. They are able to skilfully use scissors and they demonstrate good mouse control as they click and move objects while using the computer. Likewise, the children have good control over their bodies, they negotiate obstacles and adeptly run backwards, forwards and sideways.

The children enjoy attending the setting because they remain involved in interesting activities. They have good levels of concentration and are enjoy having the freedom to chose some activities for themselves. Children show very good self-discipline and they treat each other with care and concern. They participate in many activities that introduce them to the wider world. For instance, they celebrate a range of festivals such as Chinese new year and they use items such as chop sticks and finger bowls during role-play sessions.

Helping children make a positive contribution

The provision is good.

Children attending the setting are very settled and happy. They are greeted by attentive staff with whom they have built strong bonds. Positive steps are taken to ensure that records successfully provide staff with the information required to enable them to effectively meet the individual routines and needs of all children. The children are nurtured and their individual backgrounds, ethnicity and culture are valued. For example, the children learn about different religious events and cultural festivals such as Diwali and the Chinese New year. Play equipment provides positive images of diversity, the children taste food from around the world and they enjoy having access to dual language books, all of which successfully increase children's understanding of the wider world. This positive approach fosters children's spiritual, moral, social and cultural development.

Children's behaviour is very good. The ethos of the setting involves a strong commitment from staff to focus on children's achievements. The children use manners and develop a strong understanding of acceptable and unacceptable behaviour. They are successfully helped to conform to simple rules and boundaries by friendly and caring members of staff. The sensitive approach to behaviour management helps children to feel good about themselves.

The partnership with parents and carers is good. Parents are treated respectfully and their thoughts and wishes for their children are effectively accommodated. Parents are well informed about what their children are experiencing and learning. For example, staff ensure that they have time to talk to parents each day and in addition to this younger children take home a daily record sheet. Parents have access to children's records and they are encouraged to talk to staff and become involved in setting targets for children's continued development. The setting fully involves parents in consolidating their children's learning, for instance, they publish a newsletter detailing the current nursery theme and provide some ideas for activities in the home. The setting has worked hard to establish an active parents' forum that meets regularly to discuss issues affecting the nursery. They are regularly involved in social and fund raising events, which helps to foster a sense of belonging for both parents and the children.

Organisation

The organisation is good.

Children are cared for within a structured and well organised environment. A comprehensive, and regularly reviewed collection of policies and procedures underpin the smooth operation of the setting. Regulations are adhered to, and the necessary documentation is maintained effectively, although, medicine records do not sufficiently maintain children's confidentiality.

Robust recruitment and vetting procedures are in place to ensure that all adults caring for staff are suitable. There are very good induction, appraisal and training plans for all staff. This helps to ensure that staff are aware of their responsibilities and they are well prepared to deal with a variety of different situations. Similarly, all members of staff are included in completing self evaluation sheets which highlight the

setting's strengths and areas for improvements. As a result, staff become skilled at evaluating their practice and putting into place action plans for future development.

The leadership and management of the nursery education is good. The manager demonstrates high levels of commitment. She skilfully identifies areas for growth and development by completing reviews and monitoring checks. Action plans are implemented after she has carefully evaluated children's learning and development opportunities, for example, current identified areas for development include the outside play area.

The children attending the setting are cared for by staff who are knowledgeable and understand the stages of children's development. They successfully work together to provide a stimulating and inclusive environment for children and their families. The setting works very effectively; staff are deployed successfully and they use their time efficiently to meet the needs of the children. The space within the setting is well utilised and children benefit from having independent access to equipment and resources. Overall, the setting meets the needs of the children who attend.

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 complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 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):

- develop the child protection policy

- develop the medication record forms and ensure that they maintain children's privacy.

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):

- ensure that the planning reflects the children's individual needs and patterns of attendance.

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