



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 309318

DfES Number: 523977

INSPECTION DETAILS

Inspection Date 05/11/2003
Inspector Name Wendy Fitton

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Greenhouse Farm Private Nursery Ltd
Setting Address off Clough End Road
 Cribden Side, Haslingden
 Rossendale
 Lancashire
 BB4 5UB

REGISTERED PROVIDER DETAILS

Name Mrs Lisa Jane Hobday

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Greenhouse Farm Nursery has been open for over 15 years. It is privately owned by Mr and Mrs Hobday who live at the premises. The nursery is situated in a rural setting known as Cribdenside, this area is within easy access of Haslingden town centre a small town set in the Rossendale Valley, close to the motorway links to Manchester.

The premises are a converted barn/farm house set in its own grounds on two levels. The premises have been purposely renovated in order to meet the needs of children. Internally facilities on the ground floor include a separate baby room, toddler activity rooms, kitchen, computer room, bathroom facilities for children and toilet facilities for staff. To the first floor there is a large pre school activity room and toilet facilities for older children.

There is a secure entrance to the front of the building. Gardens provide secure play and activity areas for children. Outside play areas include adventure play equipment, placed on safety surfaces, and picnic tables. The children also have access to the stables with written permission from parents.

The nursery is registered to care for a maximum of 43 children aged under eight, a number of children in attendance are over the age of 8 years during school holidays. There are nine places for children under the age of two years.

The nursery currently opens Monday to Friday from 7:30 until 18:00 all year round excluding Bank holidays and Christmas to New Year. All staff employed are qualified. The nursery owner has a Nursery Nursing qualification and is working as the Officer in Charge. A deputy manager is employed. A cook is employed who is also qualified and works with the children when required.

This setting is in receipt of funding for children aged three and four years of age and therefore uses the Early Learning Goals from the qualifications and Curriculum Authority.

How good is the Day Care?

Greenhouse Farm Nursery provides good care for children.

Staff are suitably qualified and vetted. There are clear organisational procedures in relation to routines, policies and procedures and a detailed operational plan is linked to the National Standards. The daily routines help children to feel secure and confident. The physical environment is warm, welcoming and child centred and children can play, eat and rest comfortably. Equipment and furniture is appropriate to the needs of all children, supporting their development needs. All regulatory documentation is in place, stored safely and available for parents.

All safety aspects are in place. Children are kept safe and are not exposed to any hazards. There are safety policies in place and staff are familiar with them. Most staff have up to date First Aid certificates. Areas used by the children are clean and hygienic. Clear procedures for medication and accidents are followed. Children's individual care needs are known to all staff and children have equal access to all resources.

All children have access to a variety of planned activities to support their learning and development needs. Rooms are set up in to specific learning areas and children have opportunities to play creatively and imaginatively. Staff observe and record children's progress. Staff support and encourage the children during their play. Children were observed having fun and played purposefully. Staff promote positive behaviour and are consistent in their approach.

Positive partnerships with parents have been developed. Parents are encouraged to be involved with all aspects of the nursery. There are settling in procedures, this supports parents and ensures that staff can provide appropriate care. Responses from parents indicate that they are happy with the service.

What has improved since the last inspection?

Since the last inspection the owner agreed to ensure that all staff were suitably vetted, that an outings procedure was developed, all electrical equipment checked, a statement included in the behaviour policy related to bullying and the regulator's contact details in the complaints procedure.

All staff have now been cleared through the CRB, a clear outings procedure is in place, all electrical equipment is now tested on a regular basis, the behaviour management policy now includes a statement relating to anti bullying, the complaints procedure now has the contact address and telephone number for Ofsted. Children's safety and welfare has now been enhanced.

What is being done well?

- The organisational policies and procedures ensure that the children are safe and appropriately cared for. Each area works to a daily routine and the children are familiar with this and are secure and confident. Staff interact with

the children in a warm, calm manner. They support and encourage the children giving close physical contact during personal care. The range of planned activities covers all areas of learning. Children have opportunities to explore and experiment with a variety of mediums.

- The physical environment is bright, warm and welcoming. The children's own art work is displayed and photographic evidence displays the themes and experiences children have. The areas are light and bright, posters and displays enhance the rooms and make the environment attractive and stimulating for the children.
- Appropriate equipment is available, safety gates in place, harnesses for the babies' high chairs, child sized table and chairs, cosy areas for children to relax. Equipment and toys are safe and regular risk assessments are carried out. The entrance to the building is monitored at all times, all children and adults are booked in at the main entrance. All low glass is fitted with safety glass, regular fire drills are held.
- Parents complete quality evaluation questionnaires. Parents' sign care agreements. There are notice boards in all areas, keeping parents informed. A welcome brochure is available. Parents' evenings are held to share children's progress.

What needs to be improved?

- The key work system
- The supernumerary role of the day to day manager
- The procedures for allegations against staff in relation to Child Protection.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
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2	develop a system to enable the day to day manager to carry out a supernumerary role and a key worker system for consistency
13	ensure that written procedures are in place for allegations of abuse against a member of staff

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The children at Greenhouse Farm day nursery are making generally good progress towards the early learning goals. Children's progress in communication, language and literacy, knowledge and understanding of the world, and physical development is very good. Progress in personal, social and emotional development, mathematical development, and creative development is generally good.

Teaching is generally good. Staff have an understanding of the early learning goals and the aspects of learning. The effectiveness of the planning is good with key staff having responsibility. Staff encourage children in their learning by asking sensitive questions and through the explanation of topics. Assessments and observations are carried out however further information is needed as to how these inform future planning. Management of behaviour is generally good and the children know what is expected of them, however the staff have reactive approach although the intervention is appropriate. There are missed opportunities to extend children's learning in everyday activities.

Staff are committed to the progress of the child and foster their self-esteem through the use of praise and encouragement.

Leadership and management is very good. Staff are clear about their roles and the roles of the key staff. The key staff attend training courses on the foundation stage. Staff appraisals are held with staff evaluating their performance in regard to how they ensure the children are making progress towards the early learning goals.

Staff have support from the Early Years Childcare and Development Partnership teacher team and the Special Educational Needs teacher team.

Partnership with parents is very good. Parents are provided with information about the setting, the foundation stage and the early learning goals. Staff provide regular opportunities for parents to discuss their child's development. Links are made with home regarding the children's work.

What is being done well?

- Children use language for discussion and to seek information. They talk about their feelings and discuss what is happening i.e. we are going outside, I am going to run, its cold, we need our coats. The children are confident in asking questions and speak clearly showing awareness of the listener.
- Children talk about events in their own life i.e. I have a sister, do you know what her name is?
- Children use their workbooks to record events that happen at home i.e. I went to a bonfire.

- The effectiveness of the curriculum planning is good with key staff having responsibility. Staff have a good understanding of the early learning goals and the aspects of learning. Staff are clear about their roles and responsibilities.
- Partnership with parents is very good. There is a notice board informing parents of activities. Information is provided about the early learning goals and strong links are made with home. There are parents' evenings held and staff provide regular opportunities for parents to discuss their child's progress.

What needs to be improved?

- staff interaction to assist children's learning in all areas.
- opportunities for children to participate during lunch and snack time.
- recording to show how observations and assessment inform future planning.

What has improved since the last inspection?

Progress in addressing the key issues has been generally good.

The key issues for action were to give more emphasis to children using technology to support their learning by regularly incorporating it into the planning of the educational programme.

Generally good progress has been made and the use of the information technology is incorporated into the planning. The nursery has a computer room for the children. There are programmable toys available to the children. Children have access to the computer room through group work, this being used to support children's learning, to support current themes and for mouse control through artwork.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's progress in personal, social and emotional development is generally good. Children are confident, motivated and interested to learn. They are beginning to form relationships with adults and other children. They are beginning to sit and concentrate during focussed activities. Their behaviour is generally good and they know what is expected of them. There are missed opportunities for children to participate during lunch and snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in communication, language and literacy is very good. Children enjoy and use language for discussion and to seek information. They talk about their feelings and the feelings of the other children. They are very confident in asking questions and show awareness of the listener. They are beginning to link sounds to letters. They make up stories during imaginative play and relate them to each other. The children attempt to write their name in their work book.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematical development is generally good. Children are becoming confident in their recognition of basic shapes, knowing circle and square. Children count competently to 5, more able children count to 10 and some attempt numbers up to 18. Children compare size during their play i.e. it is bigger /smaller.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. Children have the opportunity to use information technology to support their learning. Children talk about events in their home lives i.e. I have a sister. They learn about some of the features of living things in the mini-beast activity. Children build and construct using the mega blocks.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. Children are developing control over their bodies and move confidently when using the outdoor apparatus. They demonstrate they can use implements with control during the sand, in the pastry and in the cutting activity. The children recognise changes that occur to their bodies when going outside i.e. its cold outside. Children usually attempt fastenings on clothing successfully.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children's progress in creative development is generally good. Children know red, blue, yellow and green. They sing songs from memory. They use their imagination in the role play. Children have the opportunity to use malleable materials in the pastry and sand. They are beginning to respond to experiences and express ideas in what they touch and feel in the pastry i.e. this feels sticky, this is cold. There are missed opportunities to extend children's learning in the role play corner.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- consider how staff interaction can be further utilised to assist children's learning in all areas.
- provide opportunities for children to participate in lunch and snack time.
- improve the recording of observations and assessments to show how these are used to inform future planning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.