



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 400086

DfES Number: 584276

INSPECTION DETAILS

Inspection Date	18/05/2004
Inspector Name	Duncan Gill

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Farnley Children's Day Nursery
Setting Address	Farnley Lane Farnley Otley North Yorkshire LS21 2QJ

REGISTERED PROVIDER DETAILS

Name	Kids at Heart
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ORGANISATION DETAILS

Name	Kids at Heart
Address	Low Moor Lane Lingerfield, Scotton Knaresborough North Yorkshire HG5 9JN

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

Farnley children's day nursery opened in 1997. The provision is on the edge of a small rural village known as Farnley, which falls within the Leeds boundaries. The nursery mainly serves the surrounding villages and town of Otley.

The Nursery moved in February 2003 from a Porta cabin sited in the grounds of Farnley Church of England Primary school, into what was the old Caretakers house, which is still within the school premises. The setting operates from two rooms upstairs and two rooms downstairs. There is a garden to the front of the property available for outside play.

There are currently 44 children on roll. This includes 12 funded 3-year-olds and four funded 4-year-olds. Children attend for a variety of sessions and the setting does not currently support any children with special needs or who speak English as an additional language.

The group opens five days a week, all year round from 08:00 to 18:00.

Eight staff currently work with the children, of these five already have early years qualifications. The setting receives help from a teacher from Early Years Development and Childcare Partnership.

How good is the Day Care?

Farnley Children's day Nursery provides satisfactory care for children. The setting is brightly decorated, very warm and welcoming with good evidence of children's play and activities. The setting is poorly organised as the nursery does not meet their conditions of registration with regards to numbers of children. Most policies and records are confidential and contribute to the management of the setting, although not all policies are kept on site.

There is an insufficient awareness of risks to children's health and safety. The setting does not take all reasonable steps to ensure children are safe and free from

harm. Staff demonstrate very good awareness of promoting children's good routines of personal hygiene. The setting ensures all children's dietary needs are fully met with regards to culture, belief and allergies and focuses on providing a balanced and nutritious diet. The nursery highly values all children as individuals and treats them all with equal concern. Staff are aware of child protection issues and the procedure in policy to follow if they have any concerns.

There is a very good range of toys, play equipment and furniture, which children can access freely and independently. The children enjoy a wide range of activities, which fully involve and interest them. The nursery values and meets the individual needs of all children, regardless of ability.

Staff use a broad range of strategies to effectively deal with behaviour. Children know the rules and respond by behaving very well. Staff have strong and trusting relationships with parents and fully inform them about the setting and their child.

What has improved since the last inspection?

At the last inspection the nursery staff was asked to ensure attendance records are held of staff, ensure children are unable to access the kitchen, make sure outside play equipment is safe for children, store medication safely, store information on children, families and staff confidentially, keep information on local child protection procedures and conduct risk assessments on hazards to children. They were also asked to make the premises secure to prevent children from leaving them unsupervised and to ensure that the radiators had adequate protection to prevent children being harmed.

The nursery has a staff register to record staff attendance. Outside play equipment is well maintained, children are supervised when near the kitchen and medicines are stored out of reach in the kitchen to help keep children safe. Risk assessments are carried out to identify and reduce risks and a copy of local child protection procedures is held to safe guard children in the event of any child protection concerns. The nursery now has a lockable filing cabinet and boxes to ensure information is confidentially stored. The setting now has a lock on the gate however, children can open this themselves and there is no protection for the heating to ensure children are cared for in a safe environment.

What is being done well?

- There is a wide range of enjoyable activities, which involve and interest children and promote their development in all areas. For example, sensory play, physical and creative play. Staff are very interested in the children, what they say and do, consistently talking and listen to them. They use good eye contact and ask questions to make them think. Staff encourage children to explore and investigate their environment. Children enjoy their play and interact well with each other.
- There is a very good range of play equipment and toys to meet children's needs and promote learning in all areas. For example, furniture, construction,

outside play, arts, crafts and books. toys and play equipment are easily accessible to the children and are stimulating, fun, interesting and provide sufficient challenge for them.

- Staff demonstrate very good awareness of promoting children's good routines of personal hygiene, through encouraging children to wash hands after going to the toilet, before eating, wiping runny noses and faces after meals and cleaning nappy mats, tables, potties after use.
- Staff use a broad range of methods to deal with inappropriate behaviour and actively encourage positive behaviour, using eye contact, distraction, calm voices, lots of positive praise and explanations. Behaviour boundaries are clear and consistent, children know and understand them and respond by behaving very well. Staff openly encourage children to negotiate and solve problems by themselves.
- Parents have strong and trusting relationships with the manager and staff. The setting fully informs parents about their child's development and activity through regular discussions and exchanges of information. This includes an information booklet, parents evenings, daily sheets and newsletters.

What needs to be improved?

- the ways of informing Ofsted of relevant changes or matters
- the organisation, to ensure maximum numbers of registered children are met
- the children's safety, with regard to fire safety, poisonous plants, the security of the premises the protection of heating
- the evacuation procedure to include safe evacuation of children from the first floor
- the information held on the code of practice for special needs
- the accessibility of policies
- the records of accidents to maintain confidentiality.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown		
Std	Action	Date
1	Ensure Ofsted is notified of any relevant changes or matters.	01/06/2004
2	Devise an action plan to show how maximum numbers of registered children are met.	01/06/2004
6	Provide an action plan detailing how and when any recommendations made by the Fire Safety Officer will be implemented (in this case appropriate fire extinguishers).	01/06/2004
6	Make sure that poisonous plants are inaccessible to the children.	01/06/2004
6	Make sure that premises are secure and that children are unable to leave them unsupervised.	01/06/2004
6	Develop an evacuation procedure to include safe evacuation of children from the first floor.	01/06/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
10	Obtain a copy of the Code of Practice for special needs.
14	Ensure that all policies are readily accessible and on the premises at all times.
14	Develop ways of recording accidents to maintain confidentiality.

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

How effective is the nursery education?

Farnley Day Nursery offers a generally good quality provision which helps children make very good progress towards the early learning goals in personal, social and emotional development, knowledge and understanding of the world and generally good progress is made in all other areas of learning.

Teaching is generally good; staff have a good base knowledge of the foundation stage. Staff have increased their knowledge and understanding of the early learning goals by attending relevant training. The staff use the correct vocabulary to extend children's language. They organise and group the children effectively. There are good systems in place to support children with special educational needs and children who speak English as an additional language. Staff build very good relationships with the children. They set clear and consistent boundaries, which encourage the children to behave well. The staff do not always give the children opportunities to access larger play equipment and provide activities to challenge and increase the children's independence. Staff plan an interesting selection of activities, which effectively link to most six areas of learning.

Leadership and management is generally good. Staff have regular opportunities for professional development. The staff team are committed to improving care and education. Staff appraisal, development and review systems are in place.

The partnership with parents/carers is generally good and contributes to the children's progress towards the Early Learning Goals. The staff team are committed and communicate well and clearly to parent/carers, with information about the curriculum planning and development progress of their children.

What is being done well?

- Staff interact well with and support the children in a way which positively effects the attitudes to learning which children develop. They show respect and understanding of the role of the parents in their child's learning, through regular feedback and profiles.
- They give high priority to the personal, social and emotional development through good relationships with their peers and having a long and established staff team, who encourage the children to have a high standard of behaviour, through being model roles and continued interaction.
- Children develop good knowledge of the world in which they live, through various themes and topics. They settle well and are sociable with other children and adults.

What needs to be improved?
<ul style="list-style-type: none"> ● the opportunities for children to access larger play equipment to be able to develop their physical skills ● the opportunities for children to practise writing for a purpose and to practice letter sounds ● the opportunities for children to do practical problem solving, through daily situations e.g. snack time ● the opportunities for children to do role play and access musical instruments.

What has improved since the last inspection?
not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very happy and secure and trust the practitioners who work with them, they are well behaved, they share and take turns. Children settle well and are confident. Some children show care and concern for others. All children separate from their main carer, with confidence and talk freely about their home and community. The children form good relationships with peers

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Most children are confident in writing and recognising their own names however, there are limited opportunities for children to practise writing for a purpose and to practice letter sounds. The children interact and negotiate with others well, they are able to listen, respond enthusiastically to stories, songs and rhymes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most 3 and 4-year-olds can count above ten however, there are limited opportunities to see numbers at their level and for children to do practical problem solving, through daily situations e.g. snack time. The children are developing counting skills and enjoy participating in counting songs and rhymes e.g. how many legs has incy wincy. The children understand positional language such as up, down, in, bigger, smaller and some children are able to demonstrate calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn effectively about their environment and natural world e.g. mini beasts, herb garden. They are confident in using everyday technology, selecting tools and construct using a range of materials e.g. knife, fork, hole punch and scissors. Staff provide a good range of activities that encourage children, to find out about the community they live in.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move around freely with pleasure and confidence, they are enthusiastic about outside play. The children handle tools, objects, construction and malleable materials, safely and with increasing control. However, there are limited opportunities for children to access larger outside play equipment for balancing and climbing

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Staff plan a good balance of adult directed creative art experience and also value and encourage children own free expression. Children use their imagination however, there is limited use of role play. They can sing songs from memory, although there are missed opportunities to access musical instruments. The children can name and match primary colours, with confidence.</p>	
<p>Children's spiritual, moral, social, and cultural development is fostered appropriately.</p>	

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

- provide opportunities for children to access larger play equipment to be able to develop their physical skills
- provide opportunities for children to practise writing for a purpose and to practice letter sounds
- provide opportunities for children to do practical problem solving, through daily situations e.g. snack time
- provide opportunities for children to do role play and access musical instruments.

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.