



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 508021

DfES Number: 544984

INSPECTION DETAILS

Inspection Date 17/11/2003
Inspector Name Alyce Helen Callaghan

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Hazles Farm Day Nursery
Setting Address Hazels Road
 Shawbury
 Shrewsbury
 Shropshire
 SY4 4HE

REGISTERED PROVIDER DETAILS

Name Mrs Sharon McLaughlin

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

Hazles Farm Nursery and Out of School Club has been open since November 1999. It operates from three converted farm buildings, situated in a rural location. It serves the local Shawbury, North Shropshire area.

There are currently 145 children from 3 months to 11 years on the roll. This includes funded three year olds and four year olds. Children attend for a variety of sessions. The setting currently supports children with special needs, and those who speak English as an additional language.

The group opens Monday to Saturday all year round. Sessions are from 07:00 until 19:00.

There are 23 staff working with children. Two thirds of the staff hold suitable early years qualifications to NVQ level two or three. There are seven staff currently working towards a recognised early years qualification. The pre-school is in receipt of nursery education grant funding for eligible three and four year old children and has a qualified teacher supporting the morning sessions within the setting. The nursery offers teaching and learning based on the High-scope and Montessori methods, and uses a key worker system.

How good is the Day Care?

Hazles Farm Day Nursery and Out of School Care provides good quality care for children.

The group uses three barn conversions which are well maintained, and provide a very welcoming environment for children. The space is organised effectively to meet the needs of the children present with easy access from each room to enclosed play areas. Almost all staff have the appropriate early years qualifications or are attending training to obtain them. The staff meet the needs of children, especially those with special needs and with English as a additional language. However, more toys that represent children's disabilities could be expanded.

The staff ensure children's safety and take all necessary precautions to reduce hazards, including effective risk assessment. Children are encouraged to develop their own awareness of safety and good behaviour.

The planning is comprehensive and provides varied and enjoyable sessions which address each individual child's needs. Children are interested, happy and are given learning opportunities that are challenging and help them develop in all areas. There is a good range of toys and resources, including those which reflect most aspects of diversity, which are well maintained and organised.

Partnership with parents is good, they are welcome and kept well informed at all times. There are formal and informal procedures in place for the exchange of information. Most of the required documentation is maintained and well organised.

What has improved since the last inspection?

At the last inspection Hazles Farm Day Nursery was asked to produce an action plan showing how planning, environmental health, electrical and fire safety recommendations have been met.

A comprehensive action plan, as part of their operational plan, details how all requested recommendation have been met. This includes having adequate hand washing facilities which each room has in the toilet area. Washable work surfaces are now available in all kitchen areas. All electrical equipment is new and is scheduled for testing in July 2004.

The group were also asked to ensure that the premises comply with building regulations. Letter with certificate of completion seen from planning dated 22/9/2003.

Lastly, the group agreed to produce an action plan to identify and minimise the risk to children when accessing the outdoor play area. Their action plan includes on-going risk assessments and implementing the safest way for children to access the play area. Children are closely supervised and hold on to a rope and further improvements are planned.

What is being done well?

- Space is well organised to provide a wide range of activities both in and outdoors. Good staff ratios are maintained at all times and children receive positive attention and support.
- Children can move confidently in each room and can easily access a large secure outdoor play area. They have access to a wide range of stimulating equipment and activities in a welcoming environment. Premises are tidy, bright and well maintained.
- Parents are kept informed, through clear and comprehensive written information and daily verbal exchange with key workers.

- There is an excellent balance of toys and equipment for the different learning methods used.

An aspect of outstanding practice:

The two storey jungle gym located in one of the converted barns provides an accessible and stimulating environment for children to enjoy physical activity. It is well supervised and is made up of tunnel areas, ropes and climbing nets that allow children to explore space safely, without regard to weather conditions. Children show delight and use their imagination as they climb, crawl, swing and slide into a ball pit.

What needs to be improved?

- written permission from parents for seeking emergency medical advice or treatment for individual siblings
- the appropriate range of activities and resources that reflect their special requirements.

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
7	Request written permission from parents for seeking emergency medical advice or treatment for individual siblings.
10	Ensure that children have an appropriate range of activities and resources that promote positive images of disability/special needs.

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

How effective is the nursery education?

Hazles Farm Day Nursery provides generally good nursery education for three and four-year-olds. Staff are secure in their knowledge and understanding of the foundation stage curriculum, which leads to well planned activities that children are eager to participate in. Staff extend children's learning by encouraging children to think, providing opportunities to explore and develop. Staff and management ensure there is a wide variety of resources freely available to children, encouraging independence throughout the sessions.

The quality of teaching is generally good. There are good strategies in place to support children with special educational needs and those who speak English as an additional language, although more resources to promote positive images of disability would help children to build a stronger sense of self. Whilst staff provide many worthwhile activities there are some missed opportunities to extend children's learning in the area of communication, language and literacy. Staff have good relationships with the children and are able to meet their needs well. The children's behaviour is good and staff are consistent in their strategies for managing behaviour.

Leadership and management is very good. The management are committed to improving the care and education of children and to supporting and helping staff to achieve this objective. The good management of the group ensures continual improvement through useful monitoring and a commitment to staff development. The staff team is well established and generally staff communicate effectively with each other, although occasionally particular strengths have not been actively shared.

Partnership with parents is very good. Parents are encouraged to share in their children's learning and are kept well informed of their progress. Staff work hard to maintain good relationships with parents, they are provided with information about the group and have access to information regarding activities.

What is being done well?

- An innovative range of activities and resources enable children to make very good progress in their physical development.
- Staff's understanding of the early learning goals leads to well planned activities that children are eager to participate in. The effective assessment process ensures that children's progress is maximised.
- The good management of the group ensures continual improvement through useful monitoring and a commitment to staff development.
- The ethos of the teaching in the Montessori Nursery helps to provide a harmonious learning environment for the children. Through their teaching staff promote independence, perseverance and concentration.

What needs to be improved?

- opportunities for children to practice writing skills, particularly writing for a purpose within the role play areas in the pre-school
- activities in the pre-school to encourage children to recognise letters, other than the ones in their own names, and to make progress in linking them to sounds
- dissemination within the staff group of information about particular staff members' responsibilities and skills
- toys and resources to introduce positive images of disability, particularly those that affect children in the group.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The key issues have been addressed. At the last inspection the nursery was asked to develop the planning to ensure that the learning objectives of the activities are clearly identified and that the stepping stones in children's learning are fully covered. They were also asked to provide more opportunities for children to be involved in practical activities that develop their mathematical skills and ideas.

The planning of the education programme has been effectively developed. Staff have accessed relevant training and continue to develop their education programme and have made good use of links with the Early Years Development and Childcare Partnership.

A Montessori nursery has been established alongside the pre-school nursery which operates High-scope methods of teaching and learning. This has led to an improved range of practical opportunities to develop children's mathematical skills and ideas.

At the last inspection the setting only received funding for four year olds, the planning now relates to the learning foci for three and four year olds.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in personal, social and emotional development. They confidently express their needs and ideas, relate well to each other and adults. They are involved in play, underpinning their learning in many areas. Children behave appropriately and are aware of the setting's rules. Staff have high expectations of their behaviour and promote self esteem with reinforcement and praise. Opportunities promoting positive images of disability could be increased.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in communication, language and literacy. They are confident speakers and liaise well with staff. They show an interest in books, listen well and respond to stories, taking an active part. Children are able to recognise their own names and are beginning to develop mark making into writing, however some opportunities are missed to encourage children to recognise other letters and to develop their writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in their mathematical development. They use numbers as part of their everyday routine and can recognise numerals up to five and beyond, most can count up to ten. There are many opportunities within planning for children to compare size, match, sort and sequence. Children are beginning to develop an understanding of addition and subtraction through a range of resources and activities and are developing an understanding of size and quantity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. They are provided with many opportunities to explore and investigate objects and are offered a range of materials for construction and design. Children are beginning to develop an understanding of time, past and present and are becoming aware of their own environment, local community and of other cultures and beliefs. Technology is provided which supports the children's learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in their physical development. They are developing bodily control, co-ordination and an awareness of space through a range of planned activities, physical play and action rhymes. They move confidently and imaginatively when using the innovative indoor gym equipment. Children are becoming aware of their own bodies and of the importance of good personal hygiene and keeping healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in their creative development. There are opportunities for them to express themselves through music, movement, singing and role play. They are able to explore colour and texture. The use of natural materials is promoted. Children freely explore their creativity through imagination.

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

- extend the opportunities in the pre-school for children to practice writing skills
- provide more opportunities in the pre-school for children to develop their recognition of all letters and link them to sounds
- ensure staff are able to share information about particular responsibilities and skills
- provide a range of resources which promote positive images of disability.

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.