



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY277519

DfES Number: 582134

INSPECTION DETAILS

Inspection Date	28/01/2005
Inspector Name	Katherine Powell

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Glebe Farm Nursery School
Setting Address	Glebe Farm Heighington Road, Canwick Lincoln Lincolnshire LN4 2RJ

REGISTERED PROVIDER DETAILS

Name	Glebe Farm Nursery School Ltd 4610707
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ORGANISATION DETAILS

Name	Glebe Farm Nursery School Ltd
Address	Glebe Farm Heighington Road, Canwick Lincoln Lincolnshire LN4 2RJ

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

Glebe Farm Nursery School is a privately owned provision which has been registered since 1996. The provision operates from a converted barn within the grounds of the owners' home. The nursery is situated in the rural village of Canwick, but is within easy reach of commuter villages to the south east of Lincoln city.

The premises consist of a large hall, three activity rooms for different age groups, children's toilets with a separate nappy changing area and an open plan area adjacent to the kitchen which is used for messy play, activities and meal times. The holiday club for school age children, additional toilets and the staff room are situated on the first floor. There is an enclosed outside play area and a garden.

The nursery is open from 08:00 till 17:30 throughout the year, with the exception of bank holidays and the Christmas period. The holiday club operates in school holidays only.

There are currently 130 children on roll. This includes 46 children in receipt of nursery funding for 3-year-olds and 23 children in receipt of funding for 4-year-olds. There are 6 children attending who have been identified with special needs and two children speak English as an additional language. Children over the age of eight years are also cared for in the holiday club.

The nursery employs ten members of staff who work directly with the children, all of whom hold a recognised childcare qualification. The owner is a qualified teacher.

Aspects of the curriculum are delivered through the High Scope approach to learning and staff have received specific training in this area.

How good is the Day Care?

Glebe Farm Nursery School provides good quality care for children aged from two to five years. Children are cared for in a happy and harmonious environment. There is an effective key worker system in place and staff work well as a team. They are well

deployed and have a consistent approach to their work. This is achieved by regular staff meetings, staff appraisal and good opportunities for professional development. A comprehensive range of policies and procedures are in place, however, some lack sufficient detail. The nursery has developed a very good range of resources and equipment which are used effectively to meet children's needs and promote their learning.

Staff give good attention to ensuring children's safety both indoors and outdoors, however, procedures for monitoring sleeping children are not consistently implemented. Good hygiene routines are maintained to prevent the spread of infection and children are provided with a healthy and nutritious range of snacks and meals. Staff have developed a good awareness of child protection procedures.

Staff provide a stimulating range of activities to promote children's learning in all areas. Staff have formed effective relationships with the children and respond well to their differing needs. Children with special needs are fully included in all activities. Sessions are well planned and children are able to access a wide range of practical activities. They are encouraged to make independent choices about their play and learning. Children have regular opportunities to engage in outdoor physical activities and to explore the garden to develop their awareness of the natural world. Very good standards of behaviour are maintained.

There is a good partnership with parents. Parents receive high quality written information about the setting and the curriculum and are encouraged to be involved in the children's learning. Parents have regular opportunities to see their child's progress records.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Written records are well maintained and ensure children's individual needs are met. There are effective systems in place for communicating with parents.
- Staff work well as a team and provide high levels of support for children during activities. Staff are committed and enthusiastic about their work.
- Staff plan and provide a broad and balanced range of activities to promote children's learning in all areas. Children are encouraged to make independent choices.
- The stimulating outdoor play areas and garden provide children with very good opportunities to develop their physical skills and their knowledge and understanding of the world around them.
- Children behave very well in response to high expectations from staff. Children's efforts and achievements are valued and praised.

What needs to be improved?

- written procedures: with regard to child protection and behaviour management
- procedures for monitoring sleeping children.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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
6	Improve the steps taken to ensure the safety of sleeping children.
14	Further develop written procedures with regard to child protection and behaviour management.

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

How effective is the nursery education?

Glebe Farm Nursery School provides a caring and stimulating environment in which young children can grow in confidence and knowledge. Effective curriculum planning and teaching help children to make very good progress towards the early learning goals in all areas. The provision for personal, social and emotional development and the opportunities given for children to explore and observe the natural environment are particular strengths.

The quality of teaching is very good. Staff have a thorough understanding of the Foundation Stage curriculum and have implemented effective planning and assessment systems to support children's progress. They provide a broad and balanced range of practical activities and children are encouraged to make their own choices about play and learning. All areas are well promoted and only one point for consideration has been raised in the area of knowledge and understanding of the world. Staff are good role models and interact well with children. They promote children's learning through effective questioning and maintain very good standards of behaviour. Staff use praise and encouragement to foster children's self-esteem. Staff make good use of time and resources and children are provided with regular opportunities to engage in outdoor activities. Children with special needs are well supported within the setting.

Leadership and management is very good. There is a supportive management team who work well together with the staff. The commitment to continuous improvement is demonstrated through regular staff meetings, opportunities for staff to access further training and an effective staff appraisal system.

The partnership with parents is very good. Parents receive high quality written information about the setting and are encouraged to be involved in the children's learning. They are well informed of the progress and attainment their child is making and receive regular written reports.

What is being done well?

- Staff work well as a team and plan the curriculum effectively to ensure all areas of learning are covered. Assessment systems are used well to monitor children's progress and to plan the next stages in their learning.
- Staff give high priority to developing children's personal, social and emotional development. Children are encouraged to be confident and independent learners. Children behave very well in response to high expectations from staff.
- Staff make very good use of the outdoor play area and garden to encourage children to observe and explore the natural world. Children have access to an excellent range of resources to promote their physical skills.

- An effective partnership with parents is fostered through good written and verbal communication. Parents are actively involved in their child's learning.
- Strong leadership ensures that staff have opportunities to share good practice and develop their knowledge and skills through further training. Effective systems are in place to monitor the education provision and identify areas for further development.
- Staff provide a stimulating range of practical activities which motivate children and engage their interest. They skilfully question children to promote their language skills and provide regular opportunities for children to develop their speaking and listening skills in group activities.

What needs to be improved?

- the range of activities to promote children's awareness of diverse faiths and cultures.

What has improved since the last inspection?

The setting has made very good progress since the last inspection to address the point for consideration. Staff have reviewed the organisation of some activities and group times and adapted them to ensure the needs of all children are met. Children are given time and space to fully explore activities and experiences at their own pace. Children are able to persevere with activities and do not have to move on to the next activity until they are ready. Staff support children effectively during activity times and encourage them to make independent choices, children are secure in the knowledge that if they are unable to complete an activity then they will be given time to continue at the next session.

The point for consideration has been appropriately addressed which has had a positive impact on children's learning and the education provision.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic about learning and enjoy the range of activities available. They are able to work independently and in small groups and are acquiring personal independence by selecting their own activities and resources. They interact effectively with each other and staff. Standards of behaviour are very high and children learn to share resources and take turns with others. Children show a good awareness of their own needs and show respect for others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing a wide vocabulary and engage easily in conversation with others. They enjoy selecting their own books and respond enthusiastically during group story times. They confidently use language to describe real and imagined experiences, for example during role-play activities. Children have frequent opportunities to write for different purposes and are able to write their names independently or with the aid of a name card. They are learning to link sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn to use numbers in everyday situations and count confidently in sequence to ten and beyond. More able children can recognise and write some numerals. Children's understanding of addition and subtraction is developed through practical activities and daily routines. They can match and group objects according to given criteria such as colour or shape. They use a wide range of mathematical language to describe position and compare size and quantity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children talk about their own lives and people they know. They explore the natural world using their senses and learn about living things, seasonal changes and life cycles through direct observation. Through discussion they learn about the role of different people in society. They use a wide range of technology equipment to support their learning. Children learn about their own cultures and beliefs and are developing their awareness of some other cultures and faiths within society.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use a wide range of equipment, both indoors and outdoors, to support them in developing their whole body skills. They move around safely and confidently and handle tools and small apparatus with increasing control. Through discussion and daily routines children are developing their understanding of the effects that exercise, a balanced diet and good hygiene can have on their health.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children freely explore a variety of media and materials to help them learn about colour, shape and texture. They build three dimensional models using a range of construction toys. Children have learnt a variety of songs and have frequent opportunities to play musical instruments, explore different sounds and move in response to music. Children express themselves imaginatively during role-play activities and have access to a wide range of resources.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- further develop the range of activities to promote children's awareness of diverse faiths and cultures.

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.