

# Home Farm Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY416923

**Inspection date**

10/02/2011

**Inspector**

Teresa Taylor

**Setting address**

634 Birmingham Road, Lydiate Ash, BROMSGROVE,  
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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Home Farm Day Nursery opened in 1992 and re-registered under its present owner in 2010. It operates from two floors in a large extension to the owner's home. The nursery is in a rural setting close to the M5 and M42 motorway links and near to Bromsgrove in Worcestershire. A maximum of 40 children may attend the nursery at any one time, of whom 15 may be under two years. The nursery is open each weekday from 7.30am to 6pm for 49 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 70 children aged from six months to under five years on roll. Of these, 22 receive funding for early education. The nursery currently supports children with special educational needs and/or disabilities.

The nursery employs 13 members of staff. Of these, one holds senior practitioner status, nine hold a Level 3 qualification and one is working towards a qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the care of the nursery staff. They are provided with a good range of play activities which ensure they are making progress in all areas of learning. Well-written policies and procedures underpin the nursery's practice. However, not all required documentation is accurately completed and the deployment of staff and management of healthy lifestyles is not always effective. There are good partnerships with parents, outside agencies and other providers. The nursery has a good capacity for continuous improvement.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact with the children (Safeguarding and promoting children's welfare) 10/03/2011
- ensure a daily register is maintained (Documentation) 10/03/2011  
(Also applies to the compulsory part of the Childcare Register).

To further improve the early years provision the registered person should:

- increase opportunities for children to recognise the importance of keeping healthy, and the things which contribute to this
- ensure children are supervised at all times, with staffing arrangements organised to meet the individual needs of all children, with specific reference

to the management of the lunchtime period.

## **The effectiveness of leadership and management of the early years provision**

Staff have a good understanding of safeguarding procedures, including the requirements of the Local Safeguarding Children Board. However, information regarding who has legal contact with a child has not been obtained and the daily register is not completed accurately. These omissions pose possible risks to children. Policies, procedures and documentation for the effective running of the setting are written and mostly effectively implemented. However, during and after lunchtime, staff are engaged in domestic tasks and spend insufficient time with the children. Policies and procedures are clearly displayed for parents to read at any time. The indoor and outdoor environments are subjected to thorough risk assessments to ensure any potential hazards to children are minimised or removed. A regular checking and cleaning schedule ensures children are kept safe from faulty equipment and that the risk of cross-infection is minimised.

The proprietors and staff have a clear vision for the future of the nursery and have identified areas for improvement and development. These include more parental involvement in the nursery, extensive improvements to the outdoor area to include the Forest School principals and a continuous improvement programme for the entire nursery. All of these will have positive effects on the children and their learning environment. The staff are very committed to continuous improvement and regularly discuss areas for development to improve the outcomes for children. A formal self-evaluation has been undertaken and includes feedback from parents and children. Parents have access to daily discussions, regular newsletters and open evenings and are welcome at any time to comment on any area of the nursery practice. They are actively encouraged to be fully involved in all aspects of their child's care and learning. The nursery has very good relationships with outside agencies and other settings the children attend or are moving onto.

## **The quality and standards of the early years provision and outcomes for children**

Children make good progress as they have access to a good range of activities. They are settled and relaxed and are given excellent support which ensures that they develop fully as individuals. Planning ensures children are provided with a good range of learning experiences which keep them involved and engaged, and they have a very good attitude to learning. Information is obtained about children's starting points and sensitive observations and assessments of children's progress are undertaken. The evidence gathered is used to plan children's individual next steps. Staff are continuing to develop their recording methods and children's individual learning journey folders clearly show their progress. These are shared with the children on a regular basis and they take pride in their own progress. As a result, their self-esteem is high.

Children are very confident when exploring the environment, both indoors and out. They play an active role in their own learning. The children make choices, decisions and extend activities, with the staff providing support as appropriate. Nursery staff promote all areas of equal opportunities and inclusion through well-planned activities, discussions and displays. Children have access to a good range of resources to support their independent learning. Staff encourage children to be proactive in their own learning by asking open-ended questions and they respond well to child-initiated activities or comments. For example, while getting ready to go outside to play, a child was struggling with their trainers. The staff member explained how to pull the tongue up so they could easily place their feet inside. Other children were interested in this and a good discussion took place on the different parts of a shoe and their names. A range of activities help children to understand the wider world as they explore the natural environment, use a range of natural resources and have visitors from the local community, for example, a librarian, police officer and bicycle safety trainer. Children freely express their feelings, ask for help when they need it and are mostly willing to share. They have a good understanding of how to keep themselves safe and are developing appropriate strategies to play together harmoniously. Older children show very good patience with younger children, as shown by one child when another child hit the exit button while he played a game on the computer. He sighed and asked the member of staff to turn the computer back on. Staff are good role models and provide explanations of acceptable behaviour, promoting children's understanding and cooperation with each other. The staff are good at promoting communication skills and this enables children to develop skills for their future. Good labelling, in some rooms and displays throughout the nursery, enable children to relate the spoken and written words to each other. They make good progress in their communication, language, problem solving and number skills as they enjoy a range of experiences. For example, in one room, during story time, children are encouraged to look at the book being read and identify the animals before the staff member said what they were, with staff using phonics to encourage the children to succeed, and to imitate the sounds the animals make. At group time, children sing about their senses and identify and compare the words to the appropriate area of their body. Babies are provided with an excellent selection of natural resources and noise making toys to keep them engaged and stimulated, and they show a strong attachment to their key worker.

There is clear affection between the children and staff, with smiles and cuddles freely given and received. Children have some opportunities to learn about a healthy lifestyle. However, staff do not routinely discuss what they are eating, a healthy lifestyle or the effects of exercise. Children's general good health is promoted as staff support children's independence in personal care and explain why washing their hands is important, especially after outdoor play. Therefore, children are learning why good hygiene practices are important to prevent infection, illness and the transfer of germs.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report(records to be kept). 10/03/2011