

Roadend Farm Nursery

Inspection report for early years provision

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Inspector Jenny Kane

Setting address Roadend Farm Nursery School, Udimore, Rye, East Sussex,
TN31 6BY
Telephone number 01797 226116
Email roadend@nurseryfarm.fsnet.co.uk
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.

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Description of the setting

Roadend Farm Nursery has been registered since 1988. It operates from a converted barn on a working farm in the village of Udimore on the outskirts of Rye. Children have access to a secure enclosed outdoor play area. The nursery is open Monday to Friday from 8.30am to 3.30pm during term time only. It serves the local and wider surrounding area. The premises are on two floors and access to the upstairs room would not be possible for a disabled child.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 38 children may attend the nursery at any one time; of these not more than 12 can be under three years. There are currently 39 children aged from two to five years on roll, some in part-time places. The nursery provides funded early education for three and four year olds and supports children with special educational needs.

There are six staff and the owner/manager working with the children. Of these, four hold appropriate early years qualifications, one is on training, one is a teacher and the manager holds a Montessori qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's safety and welfare are a high priority, staff are aware of children's individual needs and children are making good progress in the Early Years Foundation Stage. The nursery is establishing links with other providers and has good partnerships with parents and carers. Most of the required documentation is in place and children's records are shared with parents. Staff work well as a team and strive to provide an inclusive service for all families. Capacity to improve is good because the owner/manager and her staff work together to identify areas for improvement and build on existing strengths.

What steps need to be taken to improve provision further?

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

- develop the assessment system to show children's starting points and their next steps and consider ways to involve the parents further in this process
- review procedures for walks and outings to include carrying essential supplies
- develop the outdoor play area and consider how to provide a free-flow system
- consider how to make better use of the available space.

The effectiveness of leadership and management of the early years provision

Children are safe and secure at all times because staff have the safety of the children high on their agenda. Effective safeguarding policies are in place and are clearly understood by staff members, who implement them well to protect children. Parents have copies of the policy, which means they are clear about the nursery's role and responsibilities. All staff are suitably vetted, hold relevant qualifications and work well as a team. The deputy confidently oversees the nursery in the owner's absence. She supervises the staff well, leading by example and with enthusiasm. As a result, staff happily share tasks and routines. The owner takes the lead for risk assessment and staff ensure areas are safe by regularly checking areas and equipment. Although written records of risk assessment are in place, some areas have limited information, for example procedures for daily walks. The majority of children are cared for in the upstairs room which is bright and has lots of natural light. During play, children learn to take risks and understand how to keep themselves safe, for example using the stairs safely and holding the handrail. Staff work hard to make the environment welcoming and conducive to children's learning. Toys and equipment are in good supply, including those which show positive images and promote diversity. They are displayed well and self-selection is very much encouraged. Because the room is on the first floor, staff are very aware of the importance of regular fire drills. These help children to understand about getting out of the building quickly if necessary. However, at times the space is not used to the best advantage. For example, the kitchen and bathroom are downstairs and when all children are being cared for in the upstairs room there is a lot of traffic on the stairs.

Effective links with other providers and outside agencies are establishing. The manager is proactive in forging links with several local schools which the nursery feeds into. Most have excellent liaison and commitment to visiting and sharing information while a few have yet to become fully involved. However, staff are very committed to working in partnership and see the benefits to the children in helping with their transition. Children enjoy close relationships with the staff who know them well and understand their individual needs. Staff identify quickly if children need additional support and actively work with parents and other professionals to ensure children's welfare and development are met. Partnership with parents and carers is good. Parents are provided with good quality information about the nursery both verbally and in writing. Policies and procedures are available to parents and there is a modified version of these in the prospectus. When children first start at the nursery staff talk to parents to ascertain what children can do and to establish their starting points. Some information is transferred into children's development folders. On arrival children settle quickly and readily join in activities. Parents take this opportunity to speak to staff and key persons about their children. Parents are happy with the service provided and their positive feedback reflects their satisfaction. They particularly comment on the homely atmosphere, the caring attitude of the staff and the fact that because this is a small nursery, children know the staff very well. They confirm they attend parents' evenings, look at their children's development folders and feel they can express their views and opinions.

Staff work well as a team and display a good commitment to developing their knowledge and skills. They achieve this through discussion as a team and individually with the owner, attending courses and sharing information and by identifying their own training needs. They demonstrate a good commitment to self-development. Staff have regular meetings which enables them to identify issues, plan activities and discuss any changes needed. Most of the previous recommendations from the last inspection have been addressed. However, snack times do not enable children to freely choose when they eat or to prepare the food. This is partially because the kitchen is downstairs and most children eat upstairs. Areas for improvement are identified through the use of self-evaluation and senior staff have an input into this. Staff are open to new ways of working, sharing of ideas and show a good capacity to maintain continuous improvement.

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

Staff have a sound knowledge of the Early Years Foundation Stage and plan activities around individual children's interests and abilities. As a result, children are progressing well towards the early learning goals. Staff plan a range of interesting and age appropriate activities and encourage children to be involved in decisions about where they play and what they do. During play, staff make observational notes which are later transferred into children's learning journals. These hold samples of work and photographs to back up the observations. However, some of the information about the children's next steps is limited and not always shared fully with parents. Children are happy and well occupied, their interaction with staff and other children is good, they readily join in activities and as a result their behaviour is good.

Children play well and cooperate with others, help to clear away when they have a two minute warning and confidently make their needs known. Children communicate clearly, enjoy looking at books in the comfortable book area and listen well to stories. They readily join in singing rhymes and action songs suggesting their favourites. Staff have recently attended a Makaton course and are starting to introduce this into activities to help children's communication. There are a good amount of resources to help children's numeracy and counting. While playing a game of lotto, children identify if the card is the same as theirs, looking at the numbers and shouting out if it is. They confidently count the numbers on the cards. During play with the beans and the small pots, children count how many they transfer, talking about more and less. They carefully use tweezers to pick up lentils and use magnets to move paperclips and staples from one dish to another. One child then goes round finding other items which are magnetic. Staff extend this play by showing children how the stapler works on a piece of paper. Children have access to information technology and use the computer well. They are confident using the programmes and manage to work out for themselves how to change these. Children use their imaginations well and there are good opportunities for art, craft and mark making. While in the home corner children put on dressing up clothes and act out scenarios. They have fun pretending to be

babies, playing with the props and talking about how they like birthday cake.

Children learn the importance of good hygiene practices. They understand about hand washing and independently take themselves to the toilets, managing the stairs well. They help themselves to water from the jug when they are thirsty and help themselves to tissues. They have a good understanding about fresh air and that regular exercise is good for them. There are good opportunities for children to extend their physical skills and take part in regular outdoor activities. They benefit from play in the garden area and daily walks around the farm. This happens in all weathers because there is a supply of waterproof suits. Although the garden is secure and safe, staff have identified this as an area of development. As the garden is accessed across a pathway, children practice crossing safely and looking out for vehicles. When in the garden children particularly enjoy the large climbing structure, using the ladder or the slope and ropes to reach the top before sliding down again. During this they learn about risk taking while having lots of fun. A group of older children partake in a nature walk in the nearby fields. On return they enthusiastically recall that they saw sheep, birds and daffodils. Although staff carry a phone, they do not carry a first aid kit or essential supplies. Children are all ready for their lunch when they return and quickly wash their hands, find their lunch boxes, carry them upstairs and eat together at the table. Parents provide a balanced and healthy meal for their children. Children discuss that fruit is good for them, their table manners are good and when they finish they put their lunch box away. During the summer, children help to grow tomatoes and other plants in the garden. Staff provide a healthy mid morning and afternoon snack which includes fresh fruit and vegetables.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
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: Met

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