

# Woodhams Farm Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY359298

**Inspection date**

14/04/2011

**Inspector**

Louise Bonney

**Setting address**

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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.

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## Description of the setting

Woodhams Farm Day Nursery opened in September 2007. It operates from a converted barn and is situated in a rural setting in the village of Kings Worthy, near Winchester. The nursery is owned and managed by a limited company. Areas used include four playrooms, two with immediate access to secure outdoor areas. The nursery serves the local area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 58 children may attend the nursery at any one time, of which no more than 24 may be under two years. There are currently 97 children on roll aged between three months and five years. Children aged three and four receive free early years education. The nursery opens from Monday to Friday, 8am until 6pm for 50 weeks a year. Children attend for a variety of sessions or all day. The nursery supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

There are 17 staff working with the children. Of these, 15 have early years qualifications ranging between Levels 2 to 6. There is one member of staff currently working towards a qualification. The nursery receives support from a teacher/mentor from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The excellent organisation of the nursery overall, together with well-lead and motivated staff, provides children with a highly stimulating and welcoming environment that promotes exceptional levels of achievement. Thorough self-evaluation and clearly targeted aims for improvement managers sustain the continual development of the nursery and most aspects of staff's professional development. Rigorous recruitment and safeguarding procedures are implemented to protect children's health and safety. Staff are highly committed to working in partnership with parents and others supporting children, which promotes considerable continuity in their care and learning.

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

To further improve the high quality early years provision the registered person should consider:

- enhancing systems for evaluating the effectiveness of inclusive practices and include how children with English as an additional language are to be supported in the equal opportunities policy

- providing opportunities for babies to go outside daily unless circumstances make this inappropriate, for example unsafe weather conditions.

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

The premises are safe and have secure entry systems whereby staff welcome all visitors and parents onto the premises. Managers ensure rigorous recruitment procedures are carried out and seek references both in writing and verbally. They implement induction procedures quickly so that staff are fully informed about the nursery's policies and procedures and know how to support children's safety and welfare. Key staff attend and regularly update safeguarding training. Training is cascaded to all staff who show good understanding of how to protect children and safeguarding is always discussed at staff meetings. Staff rigorously risk assess the children's environment both on the premises and when on outings and review the record regularly. Activities and resources promote good health and excellent safety awareness in the children. Staff support children's medical needs through administering medication with parent's written consent and seek full information about children's conditions and allergies. Hot nutritious meals are provided and promote healthy eating, while taking into account children's individual dietary needs. This safeguards the children exceptionally well overall.

The managers are highly committed to the continual development of their staff and the nursery. They share their ambition and drive with the staff, who are motivated and enthusiastic. They involve staff fully in the thorough evaluation of their provision and act upon their ideas, such as the development of a bark and log area outside. Excellent developments include the expansion of problem-solving activities and sensory play throughout the nursery. Managers seek feedback from parents through questionnaires, and consequently now display information about the children's activities for that day. They build upon parents' ideas and when an apple tree was given to the nursery, managers decided to develop it into an area where all children decorate a slate when they leave to commemorate their attendance. The recent local authority assessment of the nursery reflects outstanding outcomes, and any recommendations made by them and at previous inspections have been immediately acted upon. Managers encourage staff to continue their professional development. They quickly book available courses to secure places for staff, identify future training needs at their annual appraisal and offer training opportunities to new staff to achieve a recognised qualification.

The nursery promotes sustainability by implementing an environment policy, which includes waste recycling and power-saving initiatives. There is an excellent range of toys and equipment that are of good quality and durable. These include natural and recycled resources, such as tractor tyres and sticks. Staff rotas efficiently ensure their deployment so that children are well supported at all times. Staff promote equality and anti-discriminatory practice well. They seek information from parents about children's home backgrounds and development so that any aspects, such as religions, special educational needs and/or disabilities and interests are reflected. On-going observations and assessment of children's learning identifies their individual progress, and any concerns are quickly discussed with parents. This

supports the early identification of any special educational needs and/or disabilities. The comprehensive range of policies implemented by staff reflect the nursery's commitment to provide an inclusive provision, although these do not include how children who have English as an additional language are to be supported.

The nursery takes a lead role in establishing effective working relationships with others. The manager and children's allocated key person visit or ring other settings children attend to share information about children's development and care. The nursery's special needs co-ordinator liaises with parents, therapists and the area's inclusion co-ordinator to identify and support children who may have special educational needs and/or disabilities. Staff develop very positive partnerships with parents and strong links are promoted between the nursery and home. Children's allocated key workers liaise with parents daily and at termly meetings. Children under two have daily diaries which some parents contribute to with photographs and news of home activities, while older children draw pictures and add photographs to their home link books. These are read by staff and sometimes shared with the group. Children take nursery teddies away on holiday, record their adventures in teddies diaries and share these on their return. Parents contribute to the setting by taking part in its evaluation and by coming in to share their expertise and interests with the children. Staff organise well-attended come and play sessions for parents to try activities and learn how they promote children's development. This provides excellent continuity in children's care and learning.

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

Staff are well qualified and show excellent understanding of the Early Years Foundation Stage welfare and learning and development requirements. They plan an excellent educational programme for children that provides rich, varied and imaginative experiences. They use their frequent observations of children's progress to clearly identify their next steps. These are methodically transferred into planning, promoting progression in children's development and consolidation of new learning. Staff plan some adult-led activities with clearly identified learning aims to further extend children. Inspired activities, particularly in the pre-school and baby rooms, highly motivate children's participation and most children make significant progress in their learning and development.

Children in all rooms show high levels of curiosity and exploration as they play and have excellent opportunities for sensory play and problem solving. Babies happily sit in a tub of oats and spend considerable time exploring textures. Staff immediately note when a baby recognises cause and effect, as he pulls one dangling mobile that makes another further down the line bounce. Toddlers develop good physical skills and awareness of risk as they balance along the flat and curved surfaces of logs with staff support, begin to use the climbing frames and slides, or push along baby walkers and other wheeled toys. They explore how materials change during cookery activities, and some show excellent memories as staff encourage them to recall the ingredients. Children develop high levels of

independence. Toddlers receive just enough support to help them along as they learn to dress and undress themselves. Pre-school children show great initiative and independence as they develop their own play and learning. They freely select resources from the excellent range available, developing confidence as they make choices and take decisions. They make props to support their role play, using resources from other areas. They show pride in their learning as they show adults new skills, such as how they register when they have a snack or how they made a graph to show all the children's favourite fruits. Staff inspire and motivate children by providing challenges that they very much enjoy. For example, they placed a soft toy cat high in a tree and then children in small groups had to think about how to rescue it. This led to highly creative suggestions, all of which were tried and tested by the children after thinking about safety, including a vacuum cleaner to suck it down and a light brick to knock it down. A large display was quickly made following this activity using photographs and written descriptions, so children could show the activity to their parents at pick-up time. Children show a great love of stories. They encourage staff to sit with them on the circle of logs in the garden and help make up elaborate tales, or as part of an adult-led activity make up a story and then illustrate it with staff annotating their pictures. This models writing for a purpose and children recognise some letters and some are able to write their names. These activities help children develop skills that will help them in the future.

Pre-school children demonstrate exceptionally positive behaviour, motivation to learn and high levels of self-control. Shyer children show developing confidence as they sing a song to the group with staff's sensitive encouragement. They know the rules for behaviour and demonstrate restraint when another child firmly says 'no' as they try to tidy away their activity. Children tell each other the rules for playing a game of hoops. They help care for their environment as they wash up after snack time or tidy away toys. Babies are highly contented and thrive through the excellent support they receive from staff. Staff are quick to notice when they are tired and settle them to sleep, often in prams in their room where they are lulled by rocking and the sound of other babies playing. Babies show they have developed close links with their key workers and have a sense of security when they are nearby.

Children develop good awareness of healthy lifestyles through planned activities and routines. Pre-school children choose when to have their snack so that activities are not interrupted, and clear away after themselves as they wash up their plates and cups. Staff cuddle babies so they feel secure and cared for as they feed, with good eye contact and responsive smiles to their gestures and sounds. Children play outside daily and benefit from exercise in the fresh air, although this is less routinely provided for the babies leading to some days when they only play inside. Children learn how to play safely. They use tools and carry scissors correctly. Visiting parents who are fire officers promote safety awareness as they talk about their job, and to the children's delight light a fire and extinguish it. Children describe to others how to evacuate the building quickly and safely and participate in regular fire drills. Babies and toddlers develop awareness of risks and control as they climb and balance on equipment in their rooms and the garden. Older children have extra challenges as they go on scrambling outings down a nearby

disused railway line or climb the cargo netting in the garden.



## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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