

Fountain Farm Children's Nursery Ltd

Inspection report for early years provision

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Inspector

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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

Fountain Farm Children's Nursery was registered in 1997. The provision is privately owned and managed. It operates from a working farm, in converted farm buildings mid way between Drifffield and Beverley and serves both towns and the surrounding rural area. Children are cared for in different age groups in four main areas including the out of school club. There is a separate baby room for younger children with two smaller enclosed areas and a large enclosed field for children's play. Other ancillary areas are available for staff use.

The setting is registered for a maximum of 72 children under eight years old, of these 12 may be under two years of age. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 67 children in the early years age range on roll, with another 24 attending to access the out of school and holiday care. The nursery offers flexible hours of care and is open each week day from 7.30am until 6pm, except for Bank Holidays and Christmas week.

There are strategies in place to support children with special educational needs and/or disabilities, and children who have English as an additional language.

There are 11 members of staff employed, including the owner who has a teaching qualification, working directly with the children. Most members of staff hold appropriate early years qualifications to Level 3, with one at Level 4 and one at Level 5. The owners are involved with day-to-day management and finance of the provision. A cook is employed to provide meals for the children and other support staff. The setting provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides effectively for children in the Early Years Foundation Stage. Children progress in their learning due to the sound knowledge and expertise of the qualified staff team and the enabling environment. The nursery has a positive attitude towards inclusion. Children's individual needs are met because of the excellent relationship the owners and staff have with parents. The recommendations from the last inspection have been met. The management and staff team are currently reviewing their self-evaluation procedure, to identify and acknowledge areas for future development.

What steps need to be taken to improve provision further?

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

- develop further the overall monitoring systems for the management of the welfare and learning to promote outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the procedures are clear and the staff team demonstrate a clear understanding of their role in safeguarding children from abuse and neglect. The staff team regularly update their training in safeguarding issues. All staff are confident that they would promptly report any concerns in line with the Local Safeguarding Children Board procedures. The nursery's policy and procedure identifies relevant contact details. There are robust recruitment and vetting systems in place to support the safeguarding of children. Children's health and well-being is effectively supported, through comprehensive health and safety procedures, which are consistently put into practice. In addition, accident and medication procedures are maintained effectively. The systems in place to keep children safeguarded are effective, supporting children's well-being.

The nursery demonstrates a firm commitment to ensuring that the setting is inclusive for all families through an environment that promotes diversity positively. Partnership working with parents is extremely effective and comprehensive information is gained from them before children attend the setting. Parents have access to the children's individual development records, and are provided with up-to-date information about how the setting operates. Policies and procedures are readily available to parents on entering the nursery, including the complaints procedure. There are opportunities organised each year to allow both parents to attend a meeting with staff to discuss children's attainment and share how they can support their child's learning further. A meeting is organised with individual parents to support children's transition to school. Parents state how confident they are with the care in the setting, how well their children settle and enjoy their time at the nursery and the wonderful opportunities the children have to learn about the natural world in a rural environment.

Partnership working in the wider context, such as with schools children may attend in the future is more difficult, as children attend from a wide geographical area covering many different schools. The nursery has developed close links with local schools and pre-schools children may attend.

The records, policies and procedures required for the safe and efficient management of the setting are in place, shared and understood by all. These are frequently reviewed and implemented in practice, ensuring all children are safe, included and their individual needs met. Clear safety procedures are implemented to allow children to take advantage of the wider rural farm area and animals to support their learning. The children have access to a wide range of resources that are well organised to provide a stimulating learning environment.

Staff training needs are identified and provided for resulting in a team committed to professional development. Training, observations, feedback from other professionals and staff's own reflections are shared with the rest of the team at their regular meetings. Recommendations set at the last inspection have been successfully addressed, staff regularly monitor and evaluate their practice and

provision. The views of the parents are sought through discussion and questionnaires. This leads to development actions being set and addressed which improves the outcomes for children and demonstrates a commitment to continuous improvement. For example, the team have developed the outdoor area to provide the learning pavilion that supports further opportunities for children to explore the world and research the natural resources that are available in the extended environment. The nursery has not yet prioritised the areas it wants to develop next so are considering a different approach to monitoring the provision.

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

The adults support children's overall development effectively in the nursery. Children show an interest in imaginative play, for example, at the post office taking a turn at being the post person. Through using a wide range of resources and activities they become aware of the wider community. They use large building bricks to support them in their play, developing an understanding of size and shape as they construct. The environment in all sections supports children's learning effectively. Resources are easily accessible, supporting children's spontaneous learning and interests. Children are creative, exploring paint using their fingers and paint brushes, talking about colours as they do so. They experiment with glitter and glue. They confidently use numbers and mark make. They develop their thinking skills, as they understand what type of clothes are suitable in different types of weather, for example, sun hats and cream for hot days. Communication and language are fully supported. All children have outstanding opportunities to learn about and observe the natural world, they go on nature walks, see lambs on the farm and know that ducks come from eggs. They follow the frog and toad spawn through to tadpoles, observing them under the magnifying glass. They look if the owl is using the new owl nesting box and visit Pig who is usually asleep.

The younger children, under two years of age, receive good support from staff through reassurance and physical contact, such as cuddles and communication when they require comfort, supporting their emotional well-being. The rooms are arranged very effectively to support their learning, children move around freely and choose activities. They learn to feed themselves at lunch time with growing independence. Children play in the water, enjoying pouring the water. They explore the different textures of material and use glue and paint as they make pictures. All children are included happily and are supported very well by staff. Their home routines are followed for meals and rest.

Observations and assessments of all children's learning are completed. The starting points of individuals are recorded on their development files, demonstrating what they have currently achieved with their learning and development. However, the information when children first start at the nursery is not linked to the early learning framework to start the individual learning profiles. The observations show clearly what they achieve in the different areas of learning and the staff record the possible next steps for children's individual learning to provide a challenge for children. This is now consistent in all profiles and as a result the information is now

used to inform the weekly planning to provide personalised play and learning opportunities for individual children. The staff team are effective in progressing individual children's learning across the six areas of learning. The staff record with clear examples for all children, how they are progressing in their learning within the framework. As a result, children are making good progress towards the early learning goals in all areas of learning.

Children are helped to stay safe as they receive gentle reminders to use resources safely. They start to understand the importance of fire safety through completing regular practises. All children are helped to understand the importance of fresh air and exercise as they regularly play outside. The more able children develop their gross physical skills as they balance on equipment, climb small equipment and experiment in their movements. Children eat a healthy lunch, freshly prepared by the cook. Stroganoff with pasta, vegetables disguised in the sauce, is particularly enjoyed. Children learn to use their cutlery well and sit socially, enjoying their meals. The younger children learn to feed themselves with growing independence enjoying their food. Snacks of different fresh fruits are available and throughout the day water is readily available for the children to access. Teas are a choice of a hot meal or a snack tea for those who eat a meal at home.

Children are very confident and very happy in the nursery, their behaviour is good, they make choices and learn to become very independent. Diversity is valued and respected in the setting. This is shown through pictures and books reflecting diversity, which are available throughout the setting, giving positive messages of the differences in people. This creates a welcoming environment for all. Children also use resources that reflect diversity, such as dressing-up costumes and small world people. All children progress well in their learning, considering their starting points, and gain skills for the future as they become more independent. As a result, children are making good progress towards the early learning goals.

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	1

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