

Coney Garth Farm Day Nursery

Inspection report for early years provision

Unique reference number	EY343119
Inspection date	13/06/2011
Inspector	Melanie Arnold

Setting address	Coneygarth Farm Day Nursery, Turbary Road, Haxey, Doncaster, South Yorkshire, DN9 2JH
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Coneygarth Farm Day Nursery is run as a registered company. The setting first opened as a private nursery in 1997 and re-registered as a limited company in 2006. The accommodation is a converted barn on a working farm in Haxey, a village in North Lincolnshire. The nursery offers care to the local community and surrounding areas. There are three playrooms for the nursery and one playroom for the out of school club. The nursery is accessible on the ground floor and the out of school club is located on the first floor. Facilities include a sleep room for babies, toilets, kitchen, office, staff room and storage space. The nursery has three secure outdoor play spaces including two wooded areas.

The nursery opens Monday to Friday all year round from 7.45am to 6pm, apart from public holidays and the week between Christmas and New Year. A maximum of 76 children under eight years may attend the nursery at any one time. There are currently 181 children on roll and of these, 131 are within the Early Years Foundation Stage. The nursery also provides care for children over the age of five and is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. The nursery has achieved the Yorkshire and Humber Regions Step Two award for Steps to Quality.

The nursery employs 17 members of childcare staff. Of these, one holds a degree in early years, two hold appropriate early years qualifications at Level 4 and nine staff hold qualifications at Level 3. One member of staff is working towards her early years professional status qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are routinely met as staff recognise and value the uniqueness of each child. Overall, children make good progress in their learning and development as space and resources are used generally well to create an accessible, stimulating environment. The setting's clear policies and procedures and the vigilance of the staff team ensure the protection of children's health and safety. Partnership working in the wider context is mainly good and provides continuity of care and learning for all children. The setting has developed their provision by working on the recommendations raised at the previous inspection and their planning for improvement and process of self-evaluation are effective.

What steps need to be taken to improve provision further?

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

- develop further the organisation of a stimulating environment that offers a

- range of activities which will encourage children's interest and curiosity, both indoors and outdoors, specifically relating to the toddler area
- develop further the links with all providers involved with children where the care of children is shared, to fully ensure each child's continuity and progression.

The effectiveness of leadership and management of the early years provision

Children are cared for in a warm and welcoming setting where their individual needs are met as they are cared for in different rooms according to their age and ability. This ensures children have free access to a good range of developmentally appropriate toys and resources. The setting is securely maintained and children are constantly supervised by the well-deployed staff team. Children's safety is protected through the setting's robust recruitment, vetting and induction procedures which ensure the suitability of the staff. The majority of staff hold appropriate early years qualifications and a current first aid certificate to ensure children's well-being is maintained. Children are safeguarded through the setting's effective practices and procedures. For example, potential hazards are identified and minimised through clear risk assessment procedures and staff are knowledgeable about child protection. All necessary records, documents and policies are in place and completed well. They are fully understood by staff and used effectively to protect children's health and safety. The setting has made improvements by working on the recommendations raised at the previous inspection, which has led to improved outcomes for children. For example, children now participate in a good range of hands-on learning experiences which enhance the learning experiences for all children. The setting is in the process of further developing the organisation and use of space and resources in the new toddler area to ensure every child fully benefits from a stimulating indoor and outdoor environment. The setting is monitored and evaluated through a robust system of self-assessment, which incorporates the views of all users and promotes continuous improvement.

Leadership and management is good, resulting in a committed staff team who work effectively together. The setting promotes equality of opportunity, ensuring the inclusion of all children regardless of their backgrounds, beliefs and abilities. The robust equal opportunity policy identifies how the setting actively challenges any form of discrimination. Children's individual needs are respected and valued because staff work effectively with parents and carers, sharing and exchanging clear information. Parents are kept well informed of their children's daily routines and progress through written daily reports, verbal feedback, regular newsletters and termly progress reports. Observation and assessment records are also regularly shared with parents and displays of children's work and photographs of children at play further enable parents and carers to receive a clear insight into their children's activities and progress. Parents are actively encouraged to become involved in their children's learning and development by noting their children's interests and achievements on the 'what I like to do at home' information sheets. Links with other providers involved with the children are generally effective. Where children attend other settings, clear information relating to their interests and

achievements is shared through a communication book. Although children's transition to school runs smoothly because effective links are made during this period, these links are not fully maintained once children have left the setting to ensure children fully benefit from continuity of care and learning. The setting are working on making improvements in this area to ensure a continuous stream of information is maintained at all times.

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

Children are happy and settled in the well-maintained, warm and welcoming setting. All children arrive and separate from their main carers with ease, showing they feel secure in the care of staff. They relate well to their peers, interacting and playing cooperatively together. Children's behaviour is predominately good because they are engrossed in stimulating play experiences and their self-esteem is promoted through staff offering regular praise and encouragement. Children learn to value the uniqueness of others because staff act as positive role models. Their awareness of wider society is further promoted through discussion, activities and the accessibility of play resources and posters displaying positive images of differences and diversity. Children's health and safety is effectively maintained through the setting's clear practices and procedures. For example, children are excluded from the setting when they are suffering from an infectious illness and staff implement good cleaning routines, which helps to minimise the risk of cross-infection. All children enjoy daily opportunities to be active through indoor and outdoor play. Throughout the day older children have free access to the outside areas, allowing them the freedom to choose where they would most like to play. Babies enjoy exploring and investigating their surroundings and older children have fun racing their ride-on toys around the garden and under the bridge. Children learn about the effects of exercise on their bodies as staff encourage them to feel how fast their heart is beating after exercising. After running around outside, children also recognise changes in their own bodies as they express that they feel all sweaty. Children benefit from a good range of nutritious meals and snacks which are freshly prepared each day to meet their dietary requirements. All children are encouraged to be independent at meal times. For example, younger children are encouraged to learn how to feed themselves, while older children actually serve themselves their own meals. Children thoroughly enjoy their meals, regularly going back for second helpings.

Children are making good progress in their learning and development from their individual starting points. Planning, observation and assessment systems are in place and used well to monitor children's progress and to identify and plan for their next steps in learning. Each child is assigned a key person when they start and this enables staff to get to know children's individual needs and abilities. This results in staff working closely with families and children to provide targeted support where needed to ensure every child reaches their full potential. Children throughout the nursery engage in a good range of interesting activities and play experiences which are delivered through indoor and outdoor play. Most areas used by the children are well organised and set out to enable children to access a good range of toys and resources covering the six areas of learning. For example, children's

interest and use of technology is promoted through the accessibility of a computer, their creative development is promoted as they freely access art and craft materials and their imaginative play is promoted as they have fun playing in the role play areas. Children's skills are further promoted through the skilful approach of staff, who seize spontaneous opportunities as they arise, which promotes children's all-round development. For example, a small group of children ask for the animal masks. A member of staff provides the children with these and she begins to read the story of the 'Three Billy Goats Gruff'. The children have great fun using the bridge in the outside area as they act out the story. Babies also enjoy listening to stories as they sit closely with a member of staff on the sofa. Mark making opportunities are provided for all children and freely accessible to the older children. For example, babies are supported by staff as they have lots of fun dabbing chunky pens onto their paper, with staff naming the different colours they are using. Older children independently access a good range of mark making materials and they skilfully draw their own pictures, with some children beginning to form recognisable letters. Children learn about how to maintain their own health and safety during regular trips to the farm. When asked what they must do during such outings, children confidently reply they must walk and not touch or put things in their mouth. Children enjoy looking out for the animals on the farm, with staff encouraging them to count how many chickens or sheep they can see. They also learn about healthy eating as they help to plant and care for their own vegetables in the garden. Through the use of low-level windows and a television which is linked to a camera on the farm, children also get to see interesting first-hand experiences, which promotes their natural curiosity as learners. For example, children show awe and wonder as they watch the sheep being sheared, with some children confidently asking questions about what is going on and why.

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