

Greenhouse Farm Private Nursery Ltd

Inspection report for early years provision

Unique reference number 309318
Inspection date 26/09/2011
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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

Greenhouse Farm Private Nursery Ltd is owned by a private individual and opened in 1988. It operates from two floors of converted farm and barn buildings. The nursery is situated in a rural setting known as Cribdenside, within easy access of Haslingden town centre, a small town set in the Rossendale Valley, close to the motorway links to Manchester. Children come from a wide catchment area, including some other towns within the Rossendale valley. A maximum of 43 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6pm, for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and both parts of the Childcare Register. There are currently 52 children up to the age of five years on roll. Of these, 16 children receive funding for early education. The nursery employs 14 members of staff, thirteen of whom hold level 3 early years qualifications. One member of staff is working towards an early years level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making very good progress in their learning and development across the early learning goals. Effective planning and assessment of children ensures that their individual needs and preferences are well met. Partnerships with parents and carers are excellent. Parents are kept fully informed of their child's progress and are involved in their child's learning and development. They have open access to their child's learning journals and contribute to the planning of the curriculum. Parents are invited to contribute to the self-evaluation of the nursery through the use of questionnaires and formal evaluations. Self-evaluation is rigorous and accurate. The setting knows its own strengths and areas for development and prioritised these well. Through the completion of a quality improvement award, the nursery now feel that they are able to address actions to continuously improve the provision.

What steps need to be taken to improve provision further?

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

- date the observation and assessment records of all children to ensure that progression can be closely monitored.

The effectiveness of leadership and management of the early years provision

Safeguarding takes high priority within the nursery. This is because staff are committed to ensuring that the children in their care are kept safe and free from harm. All staff have undertaken basic safeguarding training, with many completing

training at a higher level. Vetting checks are updated every three years for all staff employed at the nursery. Staff are confident about the procedures they would follow should they have concerns regarding any of the children. The safeguarding officers have a good knowledge and understanding of the steps that they should take following reports of safeguarding issues. All children have a main keyworker and there is also a second named keyworker to provide continuity for the children if their main keyworker is not present. This ensures that children feel safe and secure whilst at nursery. Comprehensive policies and procedures, including risk assessments are in place. The nursery has a fire evacuation procedure and fire drills are practised regularly. Risk assessments are comprehensive and daily written risk assessments, are completed for all of the rooms that the children use. A rigorous yearly risk assessment is completed and is updated whenever risks are identified and actions identified and undertaken to address them. Parental consent is obtained to administer medication to their child. However, one written record of medicine administered was found not to have been recorded.

Staff have a good knowledge and understanding of the Early Years Foundation Stage and use this well in planning to support children in their learning. There are a good range of resources that children are able to choose from, particularly in the outdoor area, and the whole environment is welcoming and child-friendly. There is a good balance of activities that are independently selected by the children and those that are led by adults. The wide range of resources and activities ensure that children's needs and interests are well met and that practices are fully inclusive. The management team have a clear vision and high aspirations for continuing improvement and standards within the nursery. This is shared by staff and parents. The nursery has completed a quality assurance programme through the local authority and is now progressing towards a quality kitemark programme. Staff regularly review their own performance and that of the nursery through regular staff meetings and the appraisal system. Continuing professional development is a key priority and all staff participate in appropriate activities and courses to develop their skills, knowledge and understanding. They also participate in the self-evaluation of the provision. The key priorities for continuous improvement have been identified and an action plan is in place to address these. All recommendations from the previous inspection have been addressed and this has had a positive impact on the provision. The nursery is supported by the Local Authority Teacher Team.

Partnership with parents and carers is excellent. Parents are kept fully informed of their child's progress through the daily feedback sheets, the regular parents' evenings and the quarterly reports of the children's achievements. They are fully involved in their child's learning and development and planning includes reference to parents' voice where ideas from the parents are built into the curriculum. Parents have open access to their child's learning journals and contribute to them, with observations of their child outside of the nursery. Parents are invited to contribute to the self-evaluation of the nursery through the use of questionnaires and formal evaluations. Effective relationships with a range of professionals contribute to supporting the children's progress, their welfare and well-being.

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

Children make good and, in some cases, very good progress in their learning and development towards the early learning goals because staff have a secure knowledge and understanding of the Early Years Foundation Stage. Children enjoy their time at the nursery and engage in a range of activities that cover all areas of learning. Staff support the children well, taking spontaneous opportunities to develop their knowledge and understanding. For example, children talk about the colour of their clothes, how many people they have drawn in their picture, their homes and families and so forth. As they build towers with blocks, they count how many blocks high they are. Staff are interested in what the children have to say, which makes them feel valued and raises self-confidence and self-esteem. Planning meets the needs and interests of the children, and topics and themes are based around them. For example, the children were highly motivated by a particular book. Staff turned this into a theme for the children to learn about their immediate and wider environment, with the children producing beautiful artwork that was displayed in the nursery. The children enjoy sharing books, and the mark-making areas within the rooms are always busy with children drawing, writing and making lists. Babies are happy and self-motivated. They explore their environment and interact well with staff and the other babies. They enjoy the treasure baskets of natural resources and look at pictures of themselves. The balance between adult-led and child-initiated activities is good. Children enjoy using the computer and technological resources, such as the camera, to develop their skills. They learn about the wider world through the celebration of a range of festivals and events and from the positive images throughout the nursery. This is also reflected in the resources that provide children with an understanding of the needs of others and of cultural diversity. Learning journals contain comprehensive observation and assessment information that is complemented by additional information that is shared by parents. Observation of the children's progress is undertaken regularly and takes a number of formats, including snapshots of the children involved in particular activities and time lapse observations which follow the children participating in specific activities over a set period of time to measure achievement and progress. Each observation includes next steps for learning and the journals include photographic evidence plus examples of children's work. Parents receive quarterly reports of their child's progress and are encouraged to contribute to the assessment process. However, not all entries in the learning journals are dated to ensure that progress is monitored in a continuous stream.

Children feel safe at nursery because they are well cared for. They know which areas of the nursery they are able to access and use the equipment, such as scissors and glue, safely. The children regularly go for walks in the locality. They wear wellingtons and waterproofs if the weather is wet and enjoy splashing in puddles, safe in the knowledge that they won't get wet. They also enjoy the nursery garden which they use daily. A range of resources to develop physical skills are used effectively and children benefit from playing in the fresh air. The keyworker system is effective in supporting the children to build strong relationships with staff and their peers. Staff know their keyworker children well and are able to cater for their individual needs. Good hygiene routines throughout

the nursery, including the use of appropriate protective equipment during nappy-changing procedures, reduces the risk of cross-infection. Older children wash their hands before snack and lunch and after independently toileting themselves. They grow fruit and vegetables in the nursery garden and understand about the food that is good for them. The nursery provides healthy, home-made foods that reflect a world menu and provide the children with a range of tasting experiences. Children serve their own lunch, and water is freely available, which ensures that the children remain hydrated. Children behave well in the nursery because staff provide good role-models. Children are well-mannered and considerate. They share the resources and patiently wait their turn. They are able to work independently and display good levels of concentration.

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

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