

Farmhouse Nursery

Inspection report for early years provision

Unique reference number

EY426357

Inspection date

11/10/2011

Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Farmhouse Nursery is a privately owned day nursery and out-of-school provision run by J and A Education Ltd. It was re-registered under the current management in 2011. It operates from the ground floor of a large period house in the centre of Witney and has an enclosed outside play area. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The nursery is registered to care for a maximum of 30 children under eight years at any one time, all of whom may be in the early years age range. It is open daily during school term times from 8.30am to 3.30pm. A breakfast club is available from 8am and after school club sessions operate from 3pm to 6.30pm. Staff are able to take and collect children from two local schools. There are currently 130 children on roll, of whom 77 are in the early years age group. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. There are also 53 children on roll aged from five to over eight years. The nursery works in partnership with other local early years settings. The staff have experience of supporting children who are learning English as an additional language and those who have special educational needs and/or difficulties.

The nursery employs six staff of whom five hold relevant qualifications, including Early Years Professional Status and Qualified Teacher Status; one member of staff is working towards a relevant qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and their individual needs are met very well. Staff are calm, caring and they are enthusiastic and motivated to provide high-quality childcare. There is a good relationship with parents and detailed information is shared regularly with them. Good partnerships with other early years providers are successful and ensure that all adults contribute to children's development. The self-evaluation process has been completed and overall has been effective. However, it failed to identify that a legal requirement has not been met and that some children do not always wash their hands before eating.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the children's key workers is kept. (Documentation)

26/10/2011

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

- encourage and develop all children's awareness of healthy habits, in particular the hand washing procedures for children who may arrive at lunchtime.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding children are robust, regularly reviewed and understood by the staff. Effective procedures to identify any child at risk of harm are in place. Detailed risk assessments contribute to keeping children safe and secure both inside and outside the building. Children are taught to be safety conscious and they show a strong understanding of how to keep themselves safe. For example, when going on walks children understand they need to walk in pairs and hold hands with each other or the staff. The staff supervise children carefully as they walk in line. All adults and children wear fluorescent jackets. Clear records are kept of any accidents that may occur and any medication administered to children. These are shared with parents on the day. Records of children's hours of attendance are not fully recorded. Staff do not record actual times children arrive or leave the premises and when children are collected from school, times are only recorded when children and staff arrive back at the setting.

Resources are good, fit for purpose and support children's learning and development. Outcomes for children are clearly attributable to the good use of resources. Children achieve well and their development is good as a result of the setting they are in. The staff have a good knowledge of the Early Years Foundation Stage and as a consequence children's learning, social, physical and economic well-being are promoted well. Staff actively promote equality and diversity and offer good support to children who are learning English as an additional language and those who have special educational needs and/or difficulties. Staff have a good knowledge of each child's background and needs, which helps ensure there are good relationships between the children and their key person.

Positive relationships with parents and carers are in place. Parents spoken to speak highly about the staff and the care they provide. They confidently speak about how well the staff dealt with the transition when the new owner took over. All parents are clear about who is their child's key person. Parents receive detailed information about their child's day and progress. Two-way daily diaries are used to share information. Regular newsletters and several notice boards with detailed information ensure that parents have access to all necessary information. The setting regularly asks parents and carers for their views and ensures that these are

used to inform important decisions about the provision. Parents are clear about the setting's policies and who to speak to should they have any concerns. Partnerships with other early years providers are well established and make a strong contribution to children's achievement and well-being. Communication takes place on a regular basis between the early years settings, such as childminder's and the play groups that children attend so that children are supported.

This is the first inspection since the new owners took over. Both the staff and management have worked hard to ensure the transition went as smoothly as possible. Staff are motivated, hard working and enthusiastic. They work well together as a team to provide good quality childcare. Clear development plans are in place and are effective in identifying strengths and weaknesses of the provision. As a result, staff are able to show how they have made improvements to the provision.

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

Children are very happy, confident and demonstrate they feel safe and secure in the setting. New children are supported well by their key person, which helps them settle quickly into the routine of the setting. All children are provided with an interesting, well-equipped, and welcoming environment where they are able to play and develop safely. Children are active and keen learners, they take part in a wide range of activities. Children make friends and thoroughly enjoy their time at the setting. Activities are well planned, based on thorough and accurate observations and assessments so they match children's individual needs. Relationships with staff are good and children's behaviour is managed well. Children display a strong sense of belonging and security within the setting. They show good levels of self-esteem and are able to take the initiative. Children work well independently as well as collaborating and cooperating with their peers. Children enjoy dressing up and role play. They enjoy pretending to be fire fighters and wear hats and use a hose in the garden to pretend to put out fires. They use the bikes as fire engines and organise the game between themselves.

Children's progress in communicating, literacy and skills relating to information and communication technology is developing well. They enjoy looking at books alone and also enjoy listening to stories read by staff. Children use computers confidently. Children are encouraged to share and take turns as they play. For example, a group of children play with the dough and a member of staff encourages one child who has a lot to share it with the others around the table. Staff are calm, caring and show understanding about their key child's needs and routines. Lovely interactions between staff and children encourage children's language and listening skills. Children enjoy exploring and problem solving. They use water to fill containers and tubes and pipes to see what happens. Children are beginning to count confidently. They confidently use pens, paper and scissors. Children enjoy cutting out shapes and are able to recognise shapes such as

squares, triangles and circles.

Children are beginning to learn about healthy lifestyles. They receive healthy snacks and help themselves to drinking water during the sessions. Children understand about why they need to wash their hands and most children will do this with no prompting from staff. At meal times, children who attend the morning session and a full day session are encouraged to wash their hands before eating. However, children who arrive at lunchtime are not encouraged to wash their hands before they eat. Children enjoy the opportunity for continuous play between the inside and outside. They fully enjoy being able to wander outside and use the resources in the garden. They have bikes, climbing frame, a slide, water play, balls and musical chimes to play with when outside.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Record to be kept) 26/10/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory section of the Childcare Register. (Records to be kept) 26/10/2011