

# Farthing Wood Private Day Nursery

Inspection report for early years provision

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EY286335

**Inspection date**

01/12/2011

**Inspector**

Catherine Curl

**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.

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## Description of the setting

Farthing Wood Private Day Nursery is owned and managed privately. It opened under new management in 2004 and operates from self-contained premises. It is situated in the Skircoat Green area of Halifax. A maximum of 54 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, except for bank holidays. All children share access to a secure enclosed outdoor play area.

There are currently 50 children aged from nine months to under six years on roll. Of these, 17 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 13 members of staff. Of these, 12 hold appropriate early years qualifications and six staff are working towards further qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery provides overall a welcoming, safe and happy environment for children where they are valued and respected. Partnerships with parents and other professionals ensure staff can identify and support every child's individual needs equally. The environment ensures children are motivated to learn and they make very good progress in their learning. The nursery's ability to successfully promote children's welfare is effected by a lack of awareness of the statutory requirements. Staff show a commitment to continuous improvement that will improve outcomes for all children.

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

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

- update existing risk assessment records to identify by whom they have been checked (Documentation). 15/12/2011

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

- extend existing procedures to develop children's independence skills, particularly for children who are more dependent upon adult support for personal care
- encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

Comprehensive knowledge of local safeguarding policies along with effective procedures to manage any concerns ensures children are protected in the nursery. All staff have undergone vetting procedures, which ensures their suitability to work with children. The premises are well maintained and secure. Staff perform comprehensive risk assessments and undertake daily checks ensuring the safety of children on the premises, both indoors and outdoors. However, they have failed to document who has carried out these checks. This is a legal requirement.

Staff plan and resource a challenging environment where children can explore, play and learn. They have a good understanding of the Early Years Foundation Stage curriculum and use this effectively to support children in their learning. A key person system ensures that staff know the children well. Knowledge of the children's abilities and interests is used to adapt activities to meet individual needs. For example, they adapt a creative activity which encourages matching and identifying colours to the construction area. They are accommodating children's preferences whilst producing the same outcome. This ensures that all children have equal opportunities to participate and achieve their full potential.

The high level of staff qualifications shows commitment to continuing professional development. Staff observe children, monitor plans, evaluate and review practice to ensure the needs of children are met. Recommendations from the last inspection have been met. For example, there are good procedures in place to document children's work and to reflect on children's achievements and progress. This demonstrates their commitment to continuous improvement, although current self-evaluation processes did not identify the weaknesses in relation to the legal requirements.

The nursery is fully committed to working in partnership to support children. There are good opportunities for parents to become involved in their children's learning. For example, parents attend regular information sharing evenings where they can discuss children's learning and development with their child's key person. Daily updates are provided in note form and through conversations. Regular newsletters provide general updates about nursery life. Children's achievement is further supported by good partnerships with other organisations and services, such as, specialist inclusion and nutrition services and local schools. The nursery is proactive in its' response to children's needs and seeks to obtain the best possible support for children in their care.

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

Children are learning to keep themselves safe because staff teach them to walk and hold hands when going into the garden. Staff ensure wrist straps are used and

also teach children to hold hands or hold the pram to keep them safe, when out on walks. On outings, they learn about road safety because staff teach them to stop at the road and look and listen to make sure it is safe before crossing. Children's understanding of keeping safe is further supported through the topic, 'people that help us'. For example, a visitor to the nursery talks to children about road safety. Children gain confidence in their skills because staff allow them to make choices and decisions and provide the appropriate amount of supervision for activities to ensure their safety. However, the provider failed to notify Ofsted of a change to the person who is managing the early years provision. It is a legal requirement to do so. On this occasion, Ofsted does not intend to take further action.

Children are learning to keep themselves healthy as staff teach them to wash their hands before meals, and after messy play and toileting. Older children go independently to the bathroom. The use of individual paper towels promotes children's health by reducing the risk of cross-contamination, although the lack of accessible hand washing facilities means children's independence is not being fully promoted. The nursery provides all meals and snacks which are well planned and freshly prepared on site. Alternative options are provided to meet special dietary requirements or to accommodate children's preferences, such as dairy free. Milk and water are offered at snack and meal times. Fresh drinking water is available, which some children can independently access, meaning that children are hydrated, which aids concentration.

Children's language for communication is being well developed by listening to stories and singing action songs. Children know and sing their favourite songs, such as, 'wind the bobbin up' and 'roly poly up up up', whilst also developing their reading skills. The environment is rich in letters and symbols, effectively promoting children's ability to link sounds and letters. For example, children identify letters on the board and adults support by making the sounds. Children are developing good writing skills using mark-making materials, such as crayons, brushes and their fingers. Controlling tools and equipment in the play dough and when baking develops manipulative skills. Children's calculating skills are promoted at snack and meal time, for example, experiencing and talking about more or having less. They have lots of opportunities to experience shape space and measure, such as climbing into a cardboard box, playing in the tent and completing jigsaws. In music and dance, they make shapes with their bodies. Children have access to a broad range of information communication and technology. They can use a children's laptop computer, windup, televisions, cassette microphone and computer, which develops their skills for the future well.

Staff monitor children's progress and have strong relationships with parents. They speak to parents about any concerns they may have in order to plan strategies to meet children's current needs. For example, they are fully committed to working with other professionals in order to gain information about the best way to meet children's additional needs and include them in the full range of activities on offer in the nursery. Children are developing a good awareness and understanding of themselves. For example, by seeing their photographs displayed around the nursery and looking at their reflections in the mirrors. The environment and staff enhances children's ability to make decisions and be independent in selecting and carrying out activities well, which develops their self-confidence. This is also

promoted when staff read stories to them to prompt discussion about different events, such as a new school, newborn baby or going into hospital. Children are successfully encouraged to work alongside and with other children, being helpful and making friendships. Children's behaviour and self-control is well promoted and they show care and concern for others. For example, at meal time a child holds up empty vegetable container and asks staff to put some more in so another child can have some. Celebrating Eid, Diwali and Hanukkah raises children's awareness and interest in cultural and religious differences and promotes a positive attitude to diversity.

## 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>	3
The capacity of the provision to maintain continuous improvement	2

### 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>	3
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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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