

Woodleys Farm Day Nursery

Inspection report for early years provision

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Inspection date	14/08/2008
Inspector	Andrea Ewer

Setting address	London Road, Roade, Northamptonshire, NN7 2LW
Telephone number	01604 862248
E-mail	michelle.avenue@btinternet.com
Registered person	Woodleys Farm Day Nursery Limited
Type of inspection	Integrated
Type of care	Full day care

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ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The provider must give a copy of this report to all parents with children at the setting where reasonably practicable. The provider must give a copy of the report to any other person who asks for one, but may charge a fee for this service (The Day Care and Childminding (inspection) (England) Regulations 2005 No 2300 Regulations 5 and 6).

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Woodley's Farm Day Nursery was registered with the current provider in 2007. The nursery is registered to care for up to 40 children up to the age of eight years. There are currently 46 children on roll who attend for a variety of sessions, 27 of whom receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and children for whom English is an additional language.

The nursery operates from a farmhouse on the outskirts of the Village of Roade, Northamptonshire. Care is provided in three ground floor rooms and one first floor room. Children share access to a fully enclosed area for outdoor play. The nursery is open from 08:00 - 17:30, Monday to Friday throughout the year.

There are currently six staff who work with the children and a cook, all of whom have early years qualifications. The nursery receives support from a local authority advisory teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's good health is promoted well. They benefit daily, from a wide range of activities that promotes their physical skills both indoors and outdoors. Children negotiate space well as they speed up and slow down to avoid others when running around energetically outdoors, and develop increased co-ordination as they push the wheelbarrow and lawn mower and confidently climb the climbing frame.

Children receive appropriate care in the event of minor accidents or illness because all staff hold an up-to-date first aid qualification and a readily accessible first aid kit is available. Records that support staff to promote children's good health are well maintained such as information from parents regarding any special medical or dietary needs and written consent to seek emergency medical advice or treatment. Children enjoy healthy meals and snacks, which take account of their individual dietary needs, for example, sausages with roast potatoes and vegetables. They help themselves to drinking water freely throughout sessions.

Children are cared for in clean, tidy premises and start to learn the importance of good hygiene practice as part of everyday routines. They wash their hands at appropriate times such as before eating and after visiting the toilet. This helps to prevent the spread of infection. Staff effectively maintain standards throughout the day by implementing the clear hygiene procedures. Outdoor shoes are removed before going into the under two's area, tables are cleaned before and after meals are

served and cleaning rotas ensure the risk of cross-infection is significantly reduced and contributes positively to promoting children's good health.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play safely in the well-organised and welcoming environment. Space is used effectively and allows children to move around freely as they participate in a wide range of activities as they readily access all three play rooms. Children choose what to play with from the wide range of good quality resources and equipment, that meets their play and development needs well. Careful monitoring of access to the premises ensure children are protected from unknown visitors, and are unable to leave unsupervised. Regular risk assessments ensure potential hazards are minimised and effective measures are in place to prevent accidents. Children are cared for by suitably qualified and appropriately vetted staff who are deployed effectively, and vigilant about their safety. Safety gates ensure children are unable to access the stairs and fire drills are carried out at regular intervals which ensures they are familiar with the procedure to follow in the event of a fire.

Children are sufficiently well protected from potential harm or neglect. Staff have an appropriate knowledge of the signs and symptoms of abuse and implement local authority safeguarding children procedures satisfactorily. Written procedures and local guidelines are in place that support staff to carry out procedures effectively.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children look forward to their time in the nursery and benefit from a warm, caring environment where they share friendly relationships with staff and their peers. Children under three years play happily with suitable toys and activities. They benefit from a wide range of activities planned using the Early Years Foundation Stage framework, that meets their physical, emotional, social and intellectual needs well. Children develop their social skills as they play together and learn to share and respect one another. They select resources and make decisions about which activities to become involved in. For example, they choose when to have their snack and select their name label before confidently following the snack routine. Children become competent learners as they create models using a range of recycled and malleable materials such as play dough and cornflour. They fill various sized containers with dried pasta before pouring the pasta into trays which helps children learn about volume and capacity and use their imagination well during role play.

Records of children's achievements are based on the Early Years Foundation Stage framework and show what they can do. Although this supports staff to plan for the next steps in children's development, records do not show children's progress through the stepping stones clearly enough.

Nursery Education

The quality of teaching and learning is satisfactory. Staff are developing their understanding of the Foundation Stage and provide a suitable range of activities that covers each of the six areas of learning. Some staff lack confidence in their knowledge, which often results in missed opportunities to promote and extend children's learning. As a result, children are not always challenged to achieve their potential. The recent introduction of free-flow, however, allows children to make use of each of the play areas where they actively participate in the full range of activities. Staff are starting to utilise opportunities to extend children's play experiences. For example, children choose to play the singing programme on the computer and are effectively supported by staff when they move onto make their own musical sounds with the instruments. Weekly evaluations identify which activities children have enjoyed; any unplanned learning; target children and key points for the following week and are used to inform future planning. Progress records show what children can do and identify the next steps in their learning. This information, however, does not link clearly enough to the stepping stones and does not show their progression to make the information meaningful. Information from children's records is however, used to inform planning.

Children are making generally good progress in personal, social and emotional development. They are developing friendships with each other where they negotiate and co-operate well. Children are motivated and keen to participate in the activities provided. They concentrate well as they play both co-operatively within small groups and independently. For example, they spend significant periods of time building the train track where they take turns to add pieces and drive the train along the track together. Children speak confidently to express themselves both in small and larger groups. They listen carefully and follow instructions well as they use the computer to answer questions about people who help us and participate in conversations during lunch. Children have many opportunities for mark making where they develop their early reading skills. They happily paint a rainbow and at times mark making equipment is set out in the role play area and garden which helps children understand that writing can be used for various purposes. Children are not always encouraged to develop their writing skills, for example, through writing their name on their artwork. Some children do, however, write their name independently forming clearly recognisable letters in the correct order. Children often look at books for enjoyment and enjoy listening to stories which helps to develop their early reading. Although children spontaneously point to the numbers and count confidently to ten, mathematics is not always brought into practical activities sufficiently to help them learn to solve simple problems.

Children are gaining a good understanding of the world around them. They regularly participate in activities relating to their local environment and living things, that helps them appreciate nature. They observe with interest as the sheep shearer shears the sheep. They feed the ponies and rabbits and stroke the chinchillas, chipmunks and guinea pigs. Children learn about growth and change as they plant vegetable seeds and care for them as they grow. They thoroughly enjoy playing outdoors in all weathers where they splash in the puddles after the rain. Children enjoy visits from

the fire officers where they explore the fire engines and local police who talk to them about their work. Children use their imagination well and express themselves creatively as they paint pictures using bright colours, and talk about new colours they make as they mix colours. They imitate real life situations in the home corner set up as a hospital. They dress up as a doctor, nurse and surgeon as they bandage staff's arms and understand staff's explanation that the hammer is used to test patients' reflexes. This helps children start to make sense of the world.

Helping children make a positive contribution

The provision is satisfactory.

Children's spiritual, moral, social and cultural needs are fostered. Children enter the nursery happily and are welcomed warmly by staff. They feel valued because they share caring relationships with consistent staff who know them well. Individual children's needs are met because staff work effectively with parents. Useful information is obtained from parents about their children and shared regularly thereafter. This ensures children receive appropriate care. Children develop a positive self-image as they play with toys and use resources that positively represents themselves and people of other races, religions, cultures and abilities. They play with dolls of various skin colours, complete puzzles and look at books that show people from around the world. This helps children start to appreciate and understand our similarities and differences. Staff are proactive in ensuring appropriate action is taken to identify and support children with learning difficulties and/or disabilities. As a result, children are fully included in the life of the nursery and receive appropriate support. Children respond very well to the regular praise and high expectations for their behaviour. They negotiate well, share, take turns and use good manners.

The partnership with parents and carers of children in receipt of nursery education is satisfactory. Some information about what children know and can do when they enter the Foundation Stage is obtained from parents and supports staff to plan suitable activities for children. Displays around the nursery relating to the Early Years Foundation Stage helps parents understand how and what their children are learning. Although children's records do not show their progress through the stepping stones clearly, records are shared with parents during meetings that are held twice each year and parents contribute their own written observations. This helps parents to support their children's learning at home.

Organisation

The organisation is satisfactory.

The provision meets the needs of the range of children for whom it provides. Children's welfare, care and safety are promoted well because overall daily routines, space, staff and resources are organised effectively and allows children to play and develop their ideas in a safe, stimulating environment. Children are grouped with a key carer who gets to know them well and makes sure their individual needs are

met.

Robust recruitment, vetting and induction procedures ensure staff are suitable to have regular contact with children and therefore promotes their safety and well-being. Sufficient staff are deployed effectively to ensure children are properly supervised and overall appropriate care is given. Staff who have responsibility for specific aspects of children's care such as the special educational needs co-ordinator and the designated person with responsibility for safeguarding children, have not updated training that would help them to provide effective support in line with current guidance, to their peers and subsequently the children. Clearly written policies and procedures that staff understand and implement consistently, underpin the day-to-day practices in the nursery and contribute to the welfare, care and safety of all children.

The leadership and management is satisfactory. Children are starting to benefit from the nursery's clear aims to provide good quality care and nursery education. The management team, including the proprietor, group manager and nursery manager continue to work towards implementing strategies to raise standards and promote outcomes more effectively. For example, plans are in place to ensure all staff update their overall knowledge and skills, initially through core training, line management meetings and annual appraisals. Staff have attended training to prepare for the Early Years Foundation Stage and the manager has attended 'How to succeed as a SENCO' training. This shows some use of self reflection and evaluation, however, is not yet sufficiently robust to ensure that all gaps in the provision are identified.

Improvements since the last inspection

Not applicable.

Complaints about the childcare provision

There have been no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they may see on request.

The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure members of staff designated specific areas of responsibility are sufficiently trained to support their peers and to promote children's welfare care and safety with particular regard to Special Educational Needs Co-ordinator, Safeguarding Children and Behaviour Management.

The quality and standards of nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the quality of teaching to promote learning outcomes more effectively and to provide greater challenge to more able children.
- develop records of children's achievements to show progression through the stepping stones more clearly and to make them more meaningful to parents and develop how information is shared with parents to help them support their children's learning at home.
- develop the use of self reflection to monitor the quality of care and nursery education provided.

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