

# Glebe Farm Nursery School

Inspection report for early years provision

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EY277519

**Inspection date**

14/02/2012

**Inspector**

Elisabeth Wright

**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**

Glebe Farm Nursery School Ltd originally opened in 1996 and re-registered in 2004. It is privately owned. The setting operates from a converted barn within secure grounds, situated in the village of Canwick near Lincoln, Lincolnshire. A maximum of 82 children under eight years may attend the setting at any one time, of these, no more than 18 may be under two years of age. The setting is open from 8am to 5.30pm throughout the year, with the exception of bank holidays and the Christmas period.

There are currently 172 children on roll, all of whom are in the early years age group. A total of 73 children are in receipt of funding for early years education. Children with special education needs and/or disabilities and children with English as an additional language attend the setting. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 21 members of staff employed by the setting, including the manager, who work directly with the children. Three staff are qualified teachers, which includes the owner/manager who also has Early Years Professional status. All of the other staff have relevant early years qualifications, with the exception of one student, who is working towards a level 2 qualification. Three are qualified to level 4 and 14 are qualified to level 3. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The setting provides a highly motivating learning environment for all children. Extremely strong relationships between staff and their key children are a significant strength of the setting. Individual needs are met exceptionally well through highly effective partnerships between staff, parents and other professionals. Consequently, children make significant gains in their learning and development. Highly effective systems for self-evaluation ensure that staff are consistently motivated to update their skills and knowledge. Overall, the setting maintains an outstanding capacity for sustained improvement.

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

To further improve the high quality early years provision the registered person should consider:

- developing further the outdoor area to increase the range of resources accessible to children across all areas of development.

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

Children are safeguarded extremely well because all staff have a comprehensive awareness of safeguarding issues and procedures. Their welfare is further enhanced by highly effective policies, procedures and practices that staff are made fully aware of at induction. For example, extreme care is taken to protect children from unsupervised contact with adults who have not been vetted. Detailed risk assessments and checks are carried out regularly to ensure that children are able to play in a very safe and secure environment.

The management team have high expectations and effectively communicate their ambition for continuous improvement. Their hands-on approach ensures rigorous standards are embedded across all areas of practice. Regular appraisals are used very effectively to identify areas of strength and development needs. Staff are encouraged to share skills and knowledge, supporting each other in effective team work that significantly enhances children's learning experiences. Staff are deployed extremely effectively across the whole setting, ensuring that children have continual access to high-quality resources and support.

Children are extremely involved in self-evaluation, contributing their views on activities and their environment through animated discussions in their key groups. Parents' views are consistently sought, through formal questionnaires and ongoing informal discussions. Partnerships with parents are highly valued and add considerably to the staff's detailed understanding of individual children's needs. Parents are actively encouraged to contribute to their own child's learning journals and to take these home for family sharing. Well thought-out strategies for displaying key group planning and observations ensure that all parents can easily access information and are supported to extend learning within the home environment. Partnerships with children's other carers are keenly pursued to enhance consistency of care and development. For example, information on activities, obtained from other settings in link books, is used and extended in line with shared development aims.

The detailed understanding that staff have of the children enable them to provide exceptionally well for their individual needs. Children with special education needs and/or disabilities are extremely well supported through highly effective partnership working. Excellent strategies are used to ensure that children who speak English as an additional language are supported and included, enabling them to use and share their home language. For example, dual language books are used so that children can hear stories in their home language.

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

Staff in the setting are highly skilled and have an excellent understanding of the Early Years Foundation Stage. Consequently, they plan a vibrant learning environment, providing optimal challenge for each child's stage of development.

Key groups move about freely indoors or outside, experiencing a wide range of active learning experiences. Systems for observation, assessment and planning are extremely successful and clearly identify children's interests. Children thoroughly enjoy their day and therefore make exceptional progress. They contribute to their own learning, using floor books to plan activities and record achievements. Children learn to respect one another's views as they articulately discuss plans for their day in key groups. Babies are supported in developing an understanding of their own needs, for example, they easily access a quiet area to sleep or relax. The outside area is thoughtfully arranged, for example, the babies secure garden has a variety of textured surfaces relevant to their stage of development. Excellent resources enable children to develop exceptional physical skills. Forest school principles are being developed in the lower garden and the setting has plans to increase the resources available in the outdoor sheds over all areas of development.

All children have access to technology as appropriate to their age. For example, older children have their own office area with real equipment and babies play enthusiastically with a compact disc player and keyboard. Through inspiring creative opportunities, children develop highly active imaginations. For example, they use well-resourced home play areas to act out a variety of adult roles and invent scenarios. Their displays show a great sense of pride in their own creations and achievements. A strong emphasis on discussion and social relationships successfully develops a high level of communication skills. A range of opportunities provided both indoors and outside, significantly enhance the development of early writing skills. For example, children write their own notices to protect their outdoor constructions. Children learn mathematical concepts and numerical language through everyday activities, such as laying the table, and engaging in cooking activities and sand play, where they measure and estimate.

Children's health and well-being is exceptionally well promoted by the excellent appreciation staff have of the benefits of outdoor play in all weathers. Children learn to make choices through the open provision of nutritious snacks and drinks and learn about the food chain by enthusiastically growing their own vegetables. This is further developed by the setting's open-plan kitchen, where children can watch food being prepared and chat to the cook. Children develop an excellent understanding of how to stay safe. This includes ongoing clear explanations from staff, who encourage them to risk assess for themselves and provide solutions. For example, they discuss the weather and how ice in the garden makes it slippery.

Children's behaviour is extremely good. They are calm and focused, sustaining high levels of concentration on their chosen activities. They develop an excellent understanding of diversity because they learn to listen to one another's needs when discussing plans together. Understanding of the wider world is developed through stimulating activities and resources and the full inclusion of children's home languages. For example, for the older group, the daily register is sometimes taken in French. An extremely strong sense of security is developed through dedicated key person relationships. Babies' needs are carefully considered, for example, parents bring bedding in from home to ensure that they sleep with familiar textures and smells. Children are eager and inspired to learn because of

the embedded understanding of how children's positive learning experiences impact on their long-term attitude to learning and future development.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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