

Farmyard Friends Day Nursery

Inspection report for early years provision

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Inspection date	26/10/2011
Inspector	Ros Vahey
Setting address	Hill Top Farm, Main Road, Mappleton, HORNSEA, North Humberside, HU18 1XR
Telephone number	01964 534333
Email	farmyardfriends@aol.com
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

Farmyard Friends Day Nursery is privately owned and was registered in 2007. It operates from premises on a working farm in Mappleton. The nursery serves the local area and has strong links with local services, including the children's centre. The nursery is accessible to all children and there is a fully enclosed area for outdoor play.

The nursery opens Monday to Friday all year round with the exception of bank holidays and the week between Christmas and New Year. Sessions are from 7.45am to 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 44 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 51 children registered who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eight years and provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs six members of childcare staff, of whom two staff members hold level 4 qualifications, one member is training towards this, and another staff member holds level 6 and early years professional status (EYP). The nursery receives support from the local authority. Transport is available to take and collect children to and from the nearby schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development because staff know the children well and work closely with their parents, carers and other agencies. This also ensures that children's individual needs are sensitively met. Children's learning is well supported by the excellent range of toys and resources available to them. Staff regularly evaluate the quality of the provision and are committed to taking steps to continually improving the provision for the children, including revising their procedures.

What steps need to be taken to improve provision further?

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

- revise the safeguarding policy and procedure to include the local safeguarding children board guidance.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because all staff are well informed about child protection and have the appropriate contact details available should they be concerned about a child. All staff are suitably vetted and are aware of the need to revise their child protection policy in line with local safeguarding procedures. Children are kept very safe because staff are vigilant and supervise the children well. Senior managers regularly review and update the risk assessments which cover all areas, including the garden and regular trips. This means all children are well protected when using equipment and resources, such as the logs and digging area. Children are also further protected because staff keep good records, including accident, medication and attendance records.

Staff in the setting are knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning. The environment is well organised. There is an excellent and large range of exciting resources for children to choose from, including a stimulating outdoor area, as well as technological toys indoors, such as computers. Children are able to choose what they would like to play with and can access resources for themselves, such as books and imaginative home corner areas. This means that they are able to thrive and make good progress in their development.

Staff are very aware of the setting's strengths and weaknesses. They continually look for ways to improve their provision for the children and set themselves ambitious and appropriate targets. For example, management plan to raise funds for a bus to help with access to trips. She has addressed previous actions and recommendations promptly and effectively. For example, assessment and planning systems have been put in place which ensure children's learning is thoroughly extended and challenged. Resources are used intelligently to ensure that children's learning and development are also challenged.

Staff in the setting form close working relationships with parents and carers. They obtain useful information about each child, such as what they can do themselves, as well as their dietary and personal care needs. This means that parent's wishes and children's individual needs are effectively met. They share important information about children's starting points and progress. This means that parents can become involved in their child's learning and each child is well supported in making progress towards their early learning goals. Extensive and effective relationships with other provisions and professionals involved with the children are outstanding and contribute significantly to supporting each and every child's welfare and learning from their starting points.

Staff offer sensitive and caring support to children who have special educational needs and/or disabilities. They provide a good contribution to supporting families using the Common Assessment Framework, in partnership with other agencies and settings. They ensure that their sensitive assessments show they follow the Special Educational Needs Code of Practice to meet the individual needs of all children. Children are learning to develop positive attitudes towards themselves and others

because staff challenge any discriminatory comments and teach them about other cultures and beliefs.

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

Children enjoy being in the nursery and are familiar and secure in its routines because staff are careful to meet their needs. Children are able to move freely and safely around the setting because the staff ensure their environment is safe. For example, they are well aware of where they can go in the setting and know how to use the toys and other resources safely. Children's excellent health is promoted effectively by all staff. Children readily wash their hands before lunch because enthusiastic hand washing routines are well-established. They enjoy brushing their teeth after lunch because staff talk about why it is important to look after their teeth. They are learning about making excellent choices in food because they talk about healthy options in their lunch, such as fruit and vegetables. Children are able to get out in the fresh air everyday on a frequent basis. They are developing good physical skills in walking, running and jumping because they make use of a variety of resources. For example, they can use the physical apparatus in the clock house log cabin and play on the tarmac to test and challenge their skills.

Children are making good progress towards the early learning goals because the staff have developed a comprehensive system to plan activities around their interests and needs. They regularly observe what children can do and record their progress so that they identify next steps and build this into the planning cycles. Children are developing good language skills. They enjoy looking at books, choosing the things a favourite story caterpillar eats using soft toys and talking about what they see. The children have plenty of opportunities to try out their early writing and drawing skills. For example, they like to make lines and circles with pens, paints and chinks. They enjoy recognising shapes in the jigsaw puzzles. Children have opportunities to solve problems through everyday situations or to play with new ideas which means that their ability to think critically and ask questions is developed well.

Staff promote children's knowledge and understanding of the world through a variety of activities, such as using play dough and play with small world figures from different countries, homes and those with physical disabilities. They also have ample opportunities to learn outdoors from regular walks to the farm and the beach. Children are also gaining good skills in using technology as they access a variety of games and programmes via the computers in each room and other electronic toys. This means that children are also developing good skills for the future. Children behave well in the setting. This is because staff offer clear expectations and invite children and parents to contribute their comments on the quality of the setting by writing on a leaf on the comments tree. Children are learning about their own and other cultures and beliefs because they celebrate birthdays and festivals together.

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	1

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	1
The effectiveness with which the setting deploys resources	1
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	1
The effectiveness of partnerships	1
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	1
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