

Pump Farm Day Nursery Limited

Inspection report for early years provision

Unique reference number

EY436839

Inspection date

30/04/2012

Inspector

Jackie Phillips

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

Pump Farm Day Nursery Limited is privately owned. The nursery first registered in 2008 and then re-registered in 2011 when the status was changed to a limited company. There are two rooms for children's use; a baby room for the younger children and the main room for the older children. There is also a separate kitchen/dining area where children eat their main meals. The nursery is fully accessible and there are two enclosed areas available for outdoor play. The nursery opens from Monday to Friday for 50 weeks of the year, from 8am to 6pm. A maximum of 30 children under eight years may attend the nursery at any one time. No more than 12 children may be under the age of two. There are currently 49 children attending of whom 44 are within the Early Years Foundation Stage.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery offers after school care to children attending local schools. It provides funded early education for three- and four-year-olds. The nursery employs 15 members of staff. This includes the Director, supply nursery staff and a housekeeper/driver. The majority of staff hold a recognised childcare qualification to level 3 or above. The manager and deputy are both working towards a foundation degree in early years and education. The nursery receives support from the local authority and is a member of the Private Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning based on staff having a secure knowledge and understanding of each child's background and individual needs. All children are provided with a varied range of interesting learning opportunities particularly those that take place in the outdoor environment. They are kept safe and learn effective health and hygiene routines. Adults understand the benefits of partnership working, recognising the positive impact this makes towards children's achievements and well-being. A varied range of appropriate systems are used to evaluate the effectiveness of the provision leading to clear plans for future improvements. The majority of the setting's written procedures support effective operation and management of the provision, although, a welfare requirement relating to information regarding complaints is currently being only partially met.

What steps need to be taken to improve provision further?

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

- inform parents that registered providers must investigate all written complaints relating to the requirements and notify the complainants of the outcome of the investigation within 28 days of having
- 18/05/2012

received the complaint (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register).

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

- improve organisation and management of some areas and resources to support learning and increase the opportunities for children to be continually challenged.
- improve ways in which parents are kept well informed of the steps being taken to meet their child's learning priorities, especially identified short term goals.

The effectiveness of leadership and management of the early years provision

The setting is safe and secure and there is a good range of clear procedures in place to ensure children's welfare, well-being and protection. For example, part of safety management involves the use of closed circuit television systems and risk assessments include daily checks of all areas children use. Staff access appropriate first aid and safeguarding training and have been checked to ensure their suitability to work with children. They know the action to take if they have any concerns about a child's welfare or well-being. There is an appropriate range of policies and procedures in place that staff use to support the effective operation and management of the nursery. These are regularly reviewed for continued effectiveness and shared well with parents. There is a procedure to follow in the event of a complaint being made but the record lacks mandatory information regarding the timescale in which to notify the complainant and the outcome of an investigation. This is a specific, legal, welfare requirement.

Adults provide children with a well-resourced, inclusive and welcoming setting. Positive images, interesting pictures, photographs and attractive wall displays contribute effectively towards making the environment conducive to learning. The majority of toys and resources are successfully presented and organised to create focussed areas for learning. Some equipment though is not well maintained or provides sufficient challenge for some groups of children. For instance, the computer in the older children's room is not working effectively. A strength of the nursery is how adults provide children with excellent access to two outdoor learning environments that are very well resourced. The outdoor areas are effectively organised to have a positive impact on children's well-being and support all aspects of their development. They provide safe and interesting areas to offer children the freedom to explore, use their senses, and be physically active and investigative.

Ongoing observational based assessment of children's progress is an integral part of the learning and development process. Staff make regular recordings in children's individual 'Busy Books' of what they know and find out about each child and use this information well to guide planning. The system to share information

with parents regarding children's next steps, particularly short term aims and objectives, are not robust to enable them to be effectively involved. Overall, however, parents are kept well informed through ongoing dialogue and for example, invitations to have face-to-face meetings with staff to share information. Partnership working within the wider context is good making a strong contribution towards children's achievements and well-being, particularly to ensure individual children receive the support they need to make progress. Staff have a positive approach towards continued improvement. For example, they seek the views of parents, are committed to training and fostering partnerships with other professionals. Plans for the future are clear and will have a positive impact on the provision and outcomes for children.

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

Children enter the nursery enthusiastically. They appear settled, happy and content within their environment. They move around confidently and are very familiar with the routine. They know where to find toys and resources they need because the majority are at child height in clearly labelled containers. This helps them make independent choices and decisions. Children learn about keeping themselves safe and healthy. For example, they practise the evacuation drill, wash their hands frequently as part of the routine and understand the need to use tissues. The varied menu contains healthy options and drinks during the day are available but not always easily available for children to access independently. Children grow and harvest a good selection of fruits and vegetables and are able to experiment using some to print with and make pictures. This means they become familiar with healthy choices of food.

Walks to places of interest within the area help children become familiar with their local community and the society in which they live. The skills and talents of parents are drawn upon to enhance children's learning. A variety of events and festivals are celebrated throughout the year to raise children's awareness of the different faiths and beliefs of others. For example, they learn about Chinese New Year and Diwali. There are very good opportunities for children to observe at close hand the sheep and newborn lambs that live in the adjacent field. Children are encouraged to be effective communicators and problem solvers. They take part in groups where together discuss the days of the week and consider how many children are present. Children have good access to a variety of books although the large quantity means many are cramped into the book box. Clear, simple, pictures at low level help some children with limited language to communicate, including, key words in the home language of some children. There are opportunities to take home toys named Dizzy Duck or Travelling Tiger and talk about their experiences they share at home within the family setting. Children demonstrate they can listen well, respond to instruction, share and take turns. They are busy, well occupied and actively engaged in their learning. As such, their behaviour is exemplary.

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

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|--|---|
| 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 | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| 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

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| 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:

- take action as specified in the early years section of the report (Procedures for dealing with complaints). 18/05/2012

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 early years section of the report (Procedures for dealing with complaints). 18/05/2012