

# Home Farm Day Nursery

Inspection report for early years provision

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**Unique reference number** EY346878  
**Inspection date** 08/05/2012  
**Inspector** Cordalee Harrison

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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

Home Farm Day Nursery was registered in 2007. It operates from converted buildings in the grounds of Swanbourne Estate, Swanbourne, Buckinghamshire. The nursery is owned by Swanbourne House School, which is an independent education provider.

The nursery is comprised of three rooms in the main building and a baby unit in an adjacent building. Washing, toilet and nappy changing facilities are located in close proximity to all areas in which children are based. All rooms in which children are based open onto securely fenced outdoor play areas. The premises also include a kitchen, staff rooms and an office.

The nursery opens weekdays from 7.30am to 6.30pm for 51 weeks a year. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 58 children in the early years age range may attend the nursery at any one time. There are currently 99 children aged from three months on roll. The nursery receives funding for free early education for three-and-four-year-olds. The nursery provides for children with special educational needs and or/disabilities.

The nursery employs 27 staff; 16 hold relevant qualifications, two hold teaching degrees and 12 are qualified to level 3 in education. The nursery is supporting a number of staff who are training to gain and improve on their qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children are making very good progress in their learning and development; the atmosphere and practices in the nursery are inclusive. Through strong teamwork and good organisation, staff meet all children's, health, welfare and safety needs efficiently. The nursery's self-evaluation is clear and achievable; most of the key partners are involved in developing it. This enables the nursery to achieve collaborative working with relevant professionals to drive improvement across the nursery. The leadership team is striving for continuous improvement; it is making excellent use of reflective practices to strengthen its overall performance.

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

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

- review programmes for personalised learning and make sure that they provide children with sufficient challenges.

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

The nursery makes extensive arrangements to safeguard children; there are robust procedures in place for recruiting and vetting staff. There is comprehensive awareness of safeguarding issues amongst the staff; all staff receive regular training on safeguarding. Across the nursery, staff understand their individual responsibility to implement the nursery's policies and procedures. For example, they pay meticulous attention to all aspects of safeguarding, such as child protection, health and safety, management of food, hygiene, and the management of documentation. The nursery makes excellent use of risk assessments to create and maintain safe physical environments for all children. Staff consistently give the highest priority to safeguarding all children.

The leadership team is passionate about driving improvement in the nursery. Through training, practical activities and personal incentives, they motivate staff to develop their ideas and to identify goals for the advancement of the nursery. This promotes effective teamwork, drives improvement and keeps the nursery's practice in touch with new initiative that is research based. The nursery fosters close working partnerships with other agencies, including the local authority. The nursery makes effective use of input from these agencies to develop action plans to bring about improvement in a timely manner.

The nursery deploys its resources effectively; staff deployment is focused, to meet children's needs. There are ample good quality resources to meet the needs of children at varying stages of development. Overall, staff use the available resources effectively to support children's learning and development. The nursery promotes equality and diversity very well. Staff have good knowledge of children's backgrounds, starting points, their individual health, cultural and learning needs. Staff follow parents' guidance strictly and meet children's individual needs properly overall. The nursery works closely with parents and other agencies to identify the needs of children with special educational needs and/ or disabilities. There are good strategies and practices in place for joint working with parents and other agencies; the nursery shares information with parents, colleagues and interagency teams as necessary. This ensures that children get the support they need as early as possible. Parents praise the nursery highly; they say that the consistent staff team provides stability for the children. Parents speak positively of staff, stating that they are caring and thorough. Overall, parents feel that they get sufficient information to help them to engage with children's learning. Parents have regular opportunities to discuss children's learning and development with key persons, who they state know children very well. Parents state that children are happy and excited to attend the nursery.

The nursery effectively establishes partnerships with others who are involved in children's learning and care. They share information as necessary and work closely with other professionals, such as the local authority's inclusion officers and education and health professionals, to gain continuity for children.

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

Across the nursery, children are making good progress towards the early learning goals. Children are developing personal qualities that enable them to take responsibility for small tasks and develop useful and practical skills for the future. For example, some children wash their hands and brush their teeth independently. Older children help to set the table at meal times. Children are deepening their understanding of different aspects of healthy lifestyles. They are learning the importance for everyone to eat healthy and nutritious food. On the other hand, they are beginning to realise that some people have additional dietary needs.

Balanced and nutritious foods are a core part of all the children's daily experience. Through planned activities, all children increase their knowledge of preparing food. Staff eat with children at meal times; this good role modelling reinforces messages about healthier food choices for all. Through activities that flow freely between in and outdoors, children enjoy fresh air and exercise in all seasons. These activities help children to gain greater bodily awareness and develop their understanding of danger and the actions that they can take to keep safe. Children feel safe in the nursery because they are emotionally secure; they are developing a good understanding of how to keep themselves safe and healthy.

Children's activities are stimulating and fun; they use a wide range of good quality resources. They engage in purposeful activities that are inviting, such as play in the sensory room, reading, songs and rhymes and caring for the nursery pets. They participate in a wide range of creative activities which promote learning across many areas. For example, they use their imaginations as they play outdoors. As they complete puzzles, they solve problems and learn about different cultural experiences and practices. They also use the computer and develop their knowledge of technology. Bright pictures and posters help children to see a positive reflection of diversity, including disabilities and cultures.

Staff carry out regular observations for children and they use the information to plan the next step for every child. Staff plan for individual children and this allows them to experience the areas of learning seamlessly through play. Children are enjoying and achieving well overall; however, staff do not always provide them, particularly the older ones, with sufficient challenges. This reduces children's opportunities to realise their capabilities and extend their talents. Through good behaviour, children are making positive contributions. They are learning that when they behave well and show consideration for others, this allows everyone to participate. When younger children join older ones in various activities, this provides opportunities to share experiences and value each other's contributions.

## 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>	2
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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	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

<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	1
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