

Windmill Hill City Farm Children and Family Centre

Inspection report for early years provision

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Inspector

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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

Windmill Hill City Farm Children and Family Centre opened in 2004. It operates from a purpose built nursery and a play centre on a community farm in central Bristol and serves local families. Children are organised between three play rooms. The cherry blossom room accommodates children under two years with separate sleeping and nappy changing areas. The pear blossom room accommodates children aged two years and the apple blossom room accommodates children from three years to the end of the early years age range. These two rooms have shared toilet facilities. Each room has an enclosed outdoor area and all share a woodland play area. Family services and drop-in support are offered in additional rooms on the campus with a crche supplied by the nursery.

The nursery opens five days a week for 50 weeks of the year. A variety of sessions are available between 8am and 6pm. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery may care for no more than 50 children under eight years, of these nine may be under two years. There are currently 102 children on roll in the early years age range. The nursery provides free early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children for whom English is an additional language.

A service manager, with an Early Years Foundation Degree, oversees the operation of the nursery and is supported by a deputy who has Early Years Professional Status. In addition, the nursery employs 16 members of staff to work directly with the children, all of whom have early years qualifications at level 2 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development through positive interactions by caring staff who successfully consider the uniqueness of each child. Overall, the nursery promotes children's health, safety and welfare well. Generally, staff have strong links with parents, health professionals and other early years settings. Leaders and managers have good knowledge of the provision's strengths and weaknesses. Effective evaluation systems are implemented to accurately identify future targets to bring about continuous improvement.

What steps need to be taken to improve provision further?

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

- maintain a daily record of the names of the children looked after on the premises and their hours of attendance. (Documentation) (also applies to both parts of the Childcare Register)

13/07/2012

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

- develop further the two-way flow of information with parents regarding the importance of following the procedure for visitors to the nursery.

The effectiveness of leadership and management of the early years provision

Staff have taken positive steps to improve the security of the setting. For example, an intercom system has been installed which allows staff to view who is entering the building. Records of names of the children looked after are not consistently completed and do not detail accurate hours of attendance legibly. This is a breach of a specific legal requirement. However, the risk to the children is limited as ratios are maintained and children are supervised well. Safeguarding arrangements are robust. All staff have accessed relevant training to update their knowledge and have a good understanding of their responsibilities. Managers complete ongoing risk assessments of the premises that they regularly review. Staff are vigilant and consistently check the areas used by the children so that they are able to move freely and independently between the play spaces. Rigorous recruitment arrangements, induction procedures and ongoing suitability checks help to ensure that all adults working directly with the children are experienced and well qualified.

The nursery is warm and inviting. Staff make best use of display space to celebrate children's achievements. The rooms are well-organised and reflective of children's diverse backgrounds. Staff provide children with a range of experiences and access to plenty of toys and resources so that all are included. The outdoor environments are stimulating and mean children explore them confidently. For example, children become aware of their abilities and their own safety as they climb the trees competently. Children's home backgrounds are valued and well supported. Staff routinely invite parents to share their culture with the children. There is good support for children who are learning English as an additional language as there is various labelling throughout the learning environment that values their home language. Staff develop effective partnerships with health professionals and key agencies to support children further in their achievements.

Strong links have been established with other early years settings to promote continuity in children's care, learning and development. Parents speak highly of approachable staff and comment favourably of how their children are 'thriving'. Parents comment that staff take time to listen to the children and provide activities that support their interests. Parents receive valuable information about the setting and their children's progress, such as through regular parent evenings. Parents receive good quality information about the nursery. However, they are not consistently reminded of the importance of following the procedure for visitors.

This means very occasionally they allow visitors into the nursery without staff's knowledge at busy times.

Leaders and managers have a good understanding of the strengths and weaknesses of the nursery. Through comprehensive self-evaluation procedures and auditing, well thought out targets have been established to improve outcomes for children. For example, staff have developed effective procedures to enable smooth transition between rooms in order to meet children's individual needs. Leaders and managers routinely involve children, parents and staff in reviewing practices. The staff have made good progress since the last inspection and all identified issues have been comprehensively addressed. For example, the team have worked collaboratively to develop further planning and assessment arrangements to improve outcomes for children.

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

Children enjoy a broad and balanced range of well-planned activities. These are based on the staff's good knowledge of children's starting points, capabilities and interests. Effective assessment arrangements enable staff to have a good understanding of children's learning priorities. Children are actively involved in their learning, examples of which are shown through quotations in children's learning profiles. Children benefit greatly from group activities. For example, children companionably share a story; for younger children they enjoy making the sounds of the animals while older children identify rhyming words. Staff support children's early writing skills well through a range of opportunities, such as exploring shape and pattern in the sand. Babies and toddlers enjoy lining up vehicles in readiness to count. Children confidently count four vehicles pointing to each of them as they count. Staff interact well to challenge their development, for example as one member of staff removes one vehicle she asks the children how many are left. Therefore, staff introduce children to mathematical language at an early age. Children have many opportunities to be physically active in the well-equipped outdoor areas. For example, children thoroughly enjoy exploring the woodland area and are able to develop successfully their large motor skills as they climb, slide and balance. Children investigate the movement of animals when they work collaboratively to explore the shape and size of different footprints. They express themselves clearly, for example asking 'Do fish have feet?' and stating 'The giraffe makes little footprints', therefore, developing good communication skills. These experiences help children to develop good skills for the future.

Children have a wonderful sense of belonging. They enjoy selecting their photographs to show they are here and singing the welcome song. Behaviour is good. Children have a good understanding of routines. For example, they listen to the bell and acknowledge that it is time to help to tidy away. Children become aware of their own safety through gentle reminders from staff. For example, staff remind children not to throw toys as it might hurt one of their friends. Staff conscientiously promote safety while children are playing in the sun, reminding

them to wear their hats.

Staff effectively promote healthy lifestyles. Children learn about healthy eating as they have opportunities to grow their own fruit and vegetables. Children learn to care for them and use tools safely, showing good coordination. Children enjoy healthy and nutritious snacks and meals. The farm cafe provides children with meals that meet their special dietary requirements through consultation with parents. Children are fully aware of the importance of washing their hands and posters situated in the bathroom gently remind them. A dedicated key person deals with children's personal needs consistently, such as when nappies or clothing needs to be changed. Staff consider babies' needs and have a 'no shoe' policy to provide a safe and hygienic environment for younger babies to crawl and explore.

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	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	2
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	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

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 part of the report (Records to be kept) 13/07/2012

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 part of the report (Records to be kept) 13/07/2012