

# Springfield Farm Day Nursery

Inspection report for early years provision

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**Unique reference number** EY441596  
**Inspection date** 09/07/2012  
**Inspector** Karen Byfleet

**Setting address** 34 Marple Road, Charlesworth, GLOSSOP, Derbyshire,  
SK13 5DA

**Telephone number** 07824452347

**Email**

**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

Springfield Farm Day Nursery was registered by the current provider in 2012. The nursery is set in a detached extended farm house building in the village of Charlesworth, near Glossop in Derbyshire. It operates from one building which provides separate care for babies within seven rooms in the old farmhouse and three open plan rooms and one large upstairs room for children over two-years-old. There is suitable outdoor play for the over two's and a separate play garden for babies.

The nursery is open each weekday from 8am to 6pm all year round for 51 weeks of the year except bank holidays. A maximum of 80 children may attend the nursery at any one time. There are currently 69 children on roll and of these 36 are in receipt of funded education. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery supports children with special educational needs and/or disabilities and children who have English as an addition language. They employ 10 members of staff, one of whom is currently unqualified and two are qualified to degree level. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and enjoy their time at nursery. They build positive relationships with their peers and the adults caring for them. Staff have good knowledge of the Early Years Foundation Stage and they plan effectively for children's individual needs. Systems for checking the initial and on-going suitability of staff are robust. The nursery environment is conducive to children's learning, although not all areas enable children to self-select their toys and resources. The nursery have developed a self-evaluation system that enables staff to critically reflect on their practice and shows a good capacity for continuous development throughout the nursery.

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

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

- develop further the learning environment with specific regard to children in the three to five year old age group, to enable them to make more free choices about their activities.

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

Children are well safeguarded. All staff have attended child protection training. They know what procedure to follow if they have any concerns about a child's welfare and are familiar with the nursery's safeguarding policy. Children are kept safe within the nursery. For example, all doors and gates within the premises are fitted with suitable locks to ensure the environment is secure. A visitors signing in book and daily registers of staff and children's attendance ensure staff know who is on the premises at all times. Detailed risk assessments for all areas of the premises, toys and resources is in place and is reviewed annually by the manager.

A detailed self-evaluation process ensures staff and parents are able to contribute to the continuous development of the nursery. Annual appraisals of all staff and regular supervision enables management to monitor professional development of staff and to identify their individual strengths. The nursery is spacious, with children grouped appropriately to ensure they are able to develop at their own pace. Babies and younger children are able to self-select from a good range of age appropriate toys and resources that enable them to make progress in relation to their starting points. However, older children have fewer opportunities to freely choose what they would like to play with. This is inhibited due to toys and resources being stored upstairs where children are unable to see and select from what is available.

Staff have built good relationships with parents and the established key worker system enables staff and parents to share information about the children. For example, staff have worked closely with parents of children who have English as an additional language to learn basic words that the children are familiar with to ensure their individual needs can be met. Verbal and written feedback is exchanged daily to ensure parents are well informed. For example, parents of babies are provided with daily sheets that inform them of their child's day, showing what they have eaten, their sleep times and what they have enjoyed doing. Regular meetings with parents are held with key workers to discuss children's development and progress in a more formal way and parents are given a summary report of their child's progress. Partnerships with other professionals are established which promotes continuity in children's care and education. Key workers meet with staff of local schools where children move on to for their formal education and teachers are invited into the nursery to meet the children. Children are well prepared for their transition to school. For example, children talk freely about their 'new school' and how they have had visits to meet the teachers, whom they are able to name.

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

Staff know the children well and are attentive their needs. They plan and provide a good range of activities which are based around the observations and assessments they regularly make of the children's learning. Development records are kept

updated and show how children throughout the nursery are making good progress in all areas of learning. Staff engage with children, asking questions to encourage their thinking. For example, babies playing with animals in the water play, staff ask what sounds each animal makes and the older babies reply with sounds of cow, sheep and dog.

Children's learning is supported well throughout the nursery with written words and pictures displayed for children to see. This supports their understanding that words carry meaning and their individual art work is attractively displayed, giving them a sense of belonging. Children have regular access to outdoor play and are able to take indoor toys outside, extending their learning environment. The outdoor area has been extended and children have use of both hard surface and grassed areas. They clearly enjoy using the outdoors as they play ring games, ball games and use a range of wheeled vehicles. This enhances their physical development.

Children's health and well-being is fully supported. They are provided with healthy and nutritious foods for snacks and meals which are prepared on site by the nursery cook. Children enjoy the meals and have access to drinks of fresh water throughout the day ensuring they are well hydrated. Good hygiene procedures are followed, reducing the risk of cross infection. Sleeping arrangements keep children safe, for example, babies and toddlers that sleep during the day are provided with individual linen and staff monitor them regularly.

Through their free play and the focussed activities planned by staff, children use a range of mathematical language, think critically and are developing skills to enhance their learning further. For example, they work together to lay the train track, working out which pieces to add to join up the track. They use tools for purpose as they cut out shapes and contribute to a communal frieze that is to be used for the local carnival that they will be participating in. Good behaviour management strategies are fostered by all staff and is consistent. They offer lots of praise to the children and deal with any inappropriate behaviour in a calm and positive manner. Children share and take turns and enjoy the company of their friends. For example, a child willingly shares her 'princess' dress with another child as they initiate and enjoy acting out a familiar story about a princess. Planned activities include celebrations of different festivals, helping children develop an awareness of the wider world.

## 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	2

### 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	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

<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	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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met