

Old MacDonalds Childrens Day Nursery Ltd

Manor Farm, Lockington Road, Lund, Driffield, North Humberside, YO25 9TG

Inspection date	06/03/2013
Previous inspection date	01/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- All children make good progress in their learning and development because they engage in an interesting range of hands-on learning experiences. Their communication, language and problem solving skills are well supported through effective teaching techniques.
- Children's individual care needs are fully met. The nursery works in close partnership with parents and carers for the benefit of each child's welfare and development.
- The stimulating outdoor learning environment is used very effectively by staff to further develop and promote children's learning.
- Positive relationships with parents are developed through effective induction and the frequent communication. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development.

It is not yet outstanding because

- Staff do not consistently use the routines in the pre-school for children to recognise and write their own names. Therefore, opportunities to further enhance children's reading and writing skills are not used effectively.
- There is room to enhance the already good self-evaluation system that is currently in place to support ongoing improvements.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three playrooms and a tour of the premises was completed.
- The inspector held meetings with the owner and acting manager and talked with children and staff in the different rooms, including key persons at appropriate times throughout the inspection.
- The inspector sampled a range of documentation which included, staff suitability checks, the self-assessment folder, children's individual learning and development records, observation, and planning records, policies and procedures and safety documentation.
- The inspector took into account of the views of parents and carers spoken to on the day and information included in parent questionnaires.

Inspector

Carol-Anne Shaw

Full Report

Information about the setting

Old MacDonalds Children's Day Care Nursery was registered in 1999. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises which are located in the village of Lund near Driffield in the East Riding of Yorkshire, and is privately owned and managed. The nursery serves the local and surrounding areas and is accessible to all children. There are enclosed areas available for outdoor play. The nursery employs 10 members of child care staff. Of these, all hold appropriate early years qualifications at level 3. The nursery provides care Monday to Friday all year round from 7.30am until 6pm, they close for bank holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 55 children attending who are all in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children who meet the criteria. It supports children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the opportunities for the pre-school children to recognise and write their own names in the daily play routines to support their progress in literacy
- enhance further the rigorous and effective systems for self-evaluation to inform priorities and set challenging timescales for ongoing improvement.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff demonstrate a good knowledge of how children learn and develop. This is complemented with a wide range of planned and spontaneous activities. Consequently, children are supported well in making progress towards the early learning goals. Staff have high expectations of children. They effectively use information gained from discussions with parents and the completion of 'All about me' forms when children first start, plus the regular observations completed. Consequently, they plan interesting activities that reflect children's interests and capabilities. This ensures children are supported well to take the next steps in their learning and ultimately to be ready for the move to school.

Children's communication and language skills are effectively nurtured as they listen to

stories with increasing attention. Staff are animated as they read different books and use puppets and props to capture children's interest. Staff skilfully extend children's vocabulary and descriptive language, for instance, as they describe the den they are making. This results in children increasing their vocabulary and the ability to express themselves more effectively. Some of the low-level boxes, which store resources, are transparent to enable children to see their contents. This promotes free choice and independence well. Resources are labelled effectively with words to enhance children's recognition and awareness of the meaning of writing. However, there are fewer opportunities for children to recognise and write their names in the daily routines in the pre-school. Therefore, opportunities to develop children's literacy skills are not maximised.

Activities are provided to develop children's understanding of the passage of time through the seasons. They are able to go for walks on the farm to see new calves and lambs, which nurtures their understanding of the living world well. Children are consistently supported in using counting and numbers well in everyday play situations. This effectively promotes their mathematical skills. Children's creativity is promoted well through good access to a range of role play equipment, construction toys and craft materials. The outside area is used very effectively to support learning and development in all areas of learning. A great favourite is the den making and the mud kitchen, allowing children to develop their imaginations as they experiment and learn.

There are highly effective arrangements in place to ensure children with disabilities are fully integrated. Close working with other professionals and parent/carers ensure individual tailored development plans are completed to progress learning and development in the prime areas of learning. Staff are very proactive in ensuring there is the right equipment and resources to enable children to be fully integrated in the daily play, so children can join in the wide range of available activities. This enables children with disabilities to make excellent progress in their learning and development, considering their starting points. Where children are learning to speak English as an additional language, staff focus well on their communication and language skills so that they too, achieve and make ongoing progress. Parents are encouraged to be involved in their children's learning and development. Staff share their knowledge of the Early Years Foundation Stage verbally and through displays. Consequently, parents are well informed of why activities are provided and how their children learn. Staff encourage parents to make comments in their child's learning journey.

The contribution of the early years provision to the well-being of children

The key person system is effectively implemented. Consequently, children feel a strong sense of belonging and have built secure attachments. An effective induction includes visits with parents to make the move from home to the nursery environment an easier experience for children. Children behave well and know what is expected of them through the consistent and realistic boundaries set by the staff. They consistently praise and encourage children, which promotes their confidence and self-esteem well. Staff continually review the organisation of space and resources to enhance play opportunities

for children. An example of this is when they developed the area for the two-year-olds to meet their unique needs. They have also created a black and white area to enhance opportunities for babies and children with vision problems to explore. Staff enter into positive discussions with children and provide a good range of activities to promote their understanding of how to keep safe when using the outdoor areas. Consequently, children start to take responsibility for their own safety. They have daily opportunities to enjoy outdoor play, fresh air and physical activities, which effectively contributes to their good health. They explore and test their physical skills as they play, negotiating balancing equipment. The climbing wall is used, to further challenge children.

Staff work very closely with parents during babies' weaning stage to make ensure this is managed well and their individual needs are met. Nutritious meals are provided for children, who enjoy the food at lunch time and sit together at small tables. The meals are complemented with healthy snacks, such as fresh fruit and toast. Consequently, children are learning good lifestyle habits. Younger children follow their own routines for meals and sleep. Children are cared for in a clean and comfortable environment, where staff promote good personal hygiene practices. Discussions about hand washing and cleaning their teeth further promote children's knowledge and understanding of how to care for themselves. Staff prepare children well for the transition from their setting to school, ensuring children are confident to manage their coats and shoes, are able to listen, follow instructions and communicate well. This means children are ready for the next stage in their learning.

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

Staff have embraced the Early Years Foundation Stage and are fully committed to providing children with a range of interesting and stimulating experiences to support them to learn and develop. Staff assess each child's age and stage of development and work together to plan for their individual needs. The owner and the acting manager have good knowledge and childcare experience. They demonstrate a good understanding of their roles and responsibilities with regard to planning, delivering and monitoring educational programmes and safeguarding children. They have recently reviewed the safeguarding procedure and ensured all staff have completed relevant training to update their knowledge and understanding. Consequently, children are effectively protected. A robust recruitment procedure is in place and implemented well. This ensures all staff are checked with regard to their experience, qualifications and suitability to care for children. Consequently, children are kept safe.

After investigating an incident, Ofsted set an action requiring the nursery to provide effective supervision and support, coaching and training for staff. The nursery owner took immediate action putting in place effective supervision for staff promoting the interests of the children. Staff performance is monitored well, which ensures the owner's high expectations are met. They undertake a range of training both externally and in-house to develop their knowledge and enhance the learning and development opportunities they provide. Regular staff meetings keep staff up-to-date with policies and procedures.

Detailed risk assessments and daily visual checks of the premises ensure that the

environment is always safe, clean and fit for use. This results in the chance of accidental injury occurring being reduced and ensures children are kept safe from harm. Staff are very well supported in the setting. The owner ensures all staff have regular appraisals and meetings to discuss their performance and training needs. This means staff are encouraged to further their knowledge and understanding of childcare subjects. Detailed inductions and regular observations of staff's practice ensures they are all aware of their individual role and responsibilities. The manager monitors the planning and activities in each room to ensure children are making continuous progress in their learning and development.

The setting is highly committed to working in partnership with other professionals, such as occupational therapists. This is particularly beneficial for children with special needs and/or disabilities. Effective partnerships with parents ensure children's individual needs are met well. Strong links have been developed with other practitioners where children receive care and education in more than one setting, for instance, with staff at another early years provider. This includes the use of a diary where both settings can share information about activities children are participating in. Consequently, each is able to complement and extend experiences.

The owner and manager are committed to providing a safe and secure environment for children to learn and develop while having fun. There are systems and procedures in place for fire prevention and children practice the fire drills to ensure they know what to do in an emergency. The self-evaluation process is good, which contributes to them having an honest and realistic view of the setting's strengths and the areas that can be improved upon. However, there is scope to develop the current self-evaluation practices to ensure targets are prioritised and timescales set. They have worked to make improvements since the last inspection, including how children's learning is recorded and monitored. Staff now have a better knowledge of individual children's learning to plan activities that effectively promote children's learning. There is now outside play accessible from each of the different sections of the nursery, enabling staff to extend learning for children who learn better outdoors.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	314688
Local authority	East Riding of Yorkshire
Inspection number	907161
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	55
Name of provider	Old Macdonalds Childrens Day Care Nursery Ltd
Date of previous inspection	01/02/2011
Telephone number	01377 217981

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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