

James Farm Day Nursery

West Green Road, Hartley Wintney, HOOK, Hampshire, RG27 8LP

Inspection date	20/05/2013
Previous inspection date	02/02/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children's well-being is promoted through many positive practices and procedures which help to keep them safe and secure.
- Open partnerships with parents are valued and supported through ongoing communication.
- Developing partnerships with other professionals helps support the children's progress and future transitions.
- Staff work well as a team, making sure that everyone enjoys their time in this inclusive nursery.

It is not yet good because

- Arrangements to help plan to meet children's individual needs are not fully developed.
- Older children complete many worksheets and have fewer opportunities to freely explore more practical activities.
- The staff team are less secure in their knowledge of mathematics and do not make good use of planned and unplanned opportunities to enhance and extend children's learning in this area.
- Children are not always able to complete activities for themselves without being interrupted for whole group routines.

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.

Inspection activities

- The inspector observed activities in the two base rooms and in the nursery garden.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector looked at children's learning journeys, planning documentation and sampled a selection of policies and children's records.
- The inspector took account of the views of parents spoken to on inspection.
- The inspector held meetings and completed a joint observation with the manager of the setting and spoke with staff at appropriate times throughout the inspection.

Inspector

Anneliese Fox-Jones

Full Report

Information about the setting

James Farm Day Nursery opened in September 2009. The nursery operates from a two story, purpose built timber framed barn. The nursery is situated in a rural setting, within walking distance of the centre of the village of Hartney Wintney in Hampshire. It is privately owned and managed. There is a secure garden to the rear and side of the building for outdoor play. Children attend from the village and surrounding areas. It is open all year round except bank holidays and two weeks at Christmas. Sessions are from 8.00am to 6.00pm. Children may attend on a full-time basis. The nursery is registered on the Early Years Register. There are currently 47 children on roll. The owner/manager employs nine members of staff to work with the children, of these five members of staff hold early years qualifications to level 3 and four staff hold a qualification at level 2.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop active learning by giving children greater independence and freedom of choice in their learning.
- strengthen the programme for mathematical development by increasing opportunities for children to experiment with numbers and use mathematical language in all areas of learning
- plan a challenging and enjoyable experience for each child, highlighting in particular accurate next steps in their learning and development

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

- improve the opportunities for children to have uninterrupted time to play and explore and to pursue their learning.

Inspection judgements

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

Children enjoy their time at nursery and are happy and confident. Staff generally support the individual choices made by the children, as they play with runny cornflour and enjoy sharing books together. Staff carry out observations of children's learning in all areas.

However, the staff do not use observation and assessment to accurately plan and track the next steps in each child's learning. Although children make progress, planned activities are not always relevant to challenge children appropriately. Nevertheless, staff demonstrate a sound understanding of the statutory framework for the Early Years Foundation Stage and are starting to implement the progress check for two year-olds. These records are shared with parents to evaluate children's progress and identify future learning aims. Staff are currently developing individual profiles for each child to track children's progress towards the early learning goals. Staff work effectively in partnership with parents. Appropriate procedures are in place to enable parents to view and discuss their children's learning records, such as scheduled meetings and ongoing communication with their child's key person. This significantly contributes to children's learning and well-being.

Children have regular opportunities to express themselves creatively, imaginatively and musically. Children have many opportunities to become familiar with the written word as they see print in their environment through books, displays and posters. However, it is difficult for older children to discover connections in learning when frequent worksheets are used rather than practical and active learning. Nonetheless, children listen and respond with enjoyment when listening to stories and are developing language for thinking. When using electronic programmable toys and simple equipment, children of all ages become aware of the use of technology and modern life. Older children are interested in planting seeds for their nursery garden. They generally explore how plants grow. However, during many activities, staff are less secure in developing children's understanding of number and problem solving skills.

Young babies are happy and content. They confidently explore a range of materials and resources in their designated room. The atmosphere is relaxed and babies demonstrate their natural curiosity as they independently move around and explore the resources which are accessible to them. Children have many opportunities to play outside in the fresh air. Older children enjoy their daily walks around the nearby field, where they find out about their local environment. Staff caring for babies sit with groups of younger children looking at toys together, while other children enjoy exploring how the see-saw and a hoop works. They particularly enjoy opportunities to roll and fetch balls, which help them to develop their physical skills. Children acquire satisfactory skills appropriate to their age and this ensures that most children are prepared for future learning needs.

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

Effective staff organisation and staff ratios support children's care and learning as they receive valuable levels of attention. This is further supported by an effective key worker system. Children form trusting attachments with their key person, other staff and children in the setting. They demonstrate that they feel safe and secure as they approach adults confidently for support. Children have regular opportunities to talk about how to keep safe. For example, they learn about road safety topics and how to keep themselves safe around the nursery and in the event of an emergency.

Children play in a clean and welcoming environment where many resources promote their development in all areas of learning. Resources and equipment are maintained in good condition so that they are attractive and safe to children. Children can freely engage in play and are motivated by the choices made available. However, there are times throughout the session when older children's play is interrupted in favour of a whole group activity such as snack times. Nonetheless, children are mostly active and interested within their environment. Staff play an important role as they respond to the needs and interests of the children. Children develop sound and close relationships with staff and interaction is positive. Children make a positive contribution to the nursery as they display polite and cooperative behaviour. They are learning to show consideration for others and are able to share and take turns with popular resources. Praise and encouragement are regularly used to promote children's self esteem and to develop their sense of achievement.

Children's physical development is supported as they benefit from regular exercise in the fresh air. Older children especially enjoy their daily walks. Younger children enjoy the freedom in the garden area to explore the balls, see-saw and wheeled toys. This helps children to be physically active. There are appropriate times for younger children to eat, sleep and rest. There are effective hygiene practices in place which promotes children's good health and well-being. Children enjoy healthy snacks and cooked meals as they learn about the value of eating well.

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

Detailed safeguarding policies and procedures are in place and staff fully understand the importance of these. Therefore, staff have a sound understanding of safeguarding and welfare requirements and their responsibility to safeguard children from harm. Effective recruitment, induction and appraisal systems help to ensure that all staff are suitable and skilled in their roles. Staff regularly complete risk assessments to ensure that any potential hazards are minimised. This allows children to play both indoors and outdoors safely, allowing them to safely make decisions about what they want to do. Effective procedures are in place to record accidents, incidents and the administration of any medication. This ensures that children's safety, welfare and care are promoted.

The nursery understands the need to evaluate the success of their practice. The manager/owner is committed to raising standards in the nursery and is very receptive to making future improvements. Staff contribute their ideas through regular staff meetings. The nursery has addressed most of the recommendations made at the last inspection. For example, the nursery has introduced a new key person system. This inspection was brought forward as a result of some concerns raised about sleeping and eating arrangements for children, the effectiveness of the key person system and weaknesses in teaching, including the overuse of worksheets. The inspection found there to be no concerns relating to sleeping and eating arrangements and that the key person system is effective. However, there are some inconsistencies in meeting the learning and development requirements as many staff are less confident in planning for children's next stages of learning and worksheets lack stimulation and present insufficient challenge to

children. Nevertheless, staff have a sound understanding of how to deliver an effective programme which takes account of children's individual interests. The nursery promotes inclusion well through activities, props and play. A varied range of resources reflect diversity and equality to enable children to develop respect for themselves and the wider community. Staff are deployed well as they are successfully engaging with children.

The nursery values working in partnership with parents and provides them with suitable information about the early years provision. Parents demonstrate that they are happy with the care their children receive. Staff develop effective links with local schools and other professionals involved in children's care. This supports a consistent approach to children's learning and prepares them for future transitions.

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	EY394849
Local authority	Hampshire
Inspection number	918112
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	47
Name of provider	Leigh Jane Hoskins
Date of previous inspection	02/02/2010
Telephone number	01252 845265

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Type of provision

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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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