

Rope Green Farm Day Nursery

Rope Green Farm Day Nursery, Rope Lane, Shavington, CREWE, CW2 5DB

Inspection date

01/03/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

| | |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 1 |
| The contribution of the early years provision to the well-being of children | 1 |
| The effectiveness of the leadership and management of the early years provision | 1 |

The quality and standards of the early years provision

This provision is outstanding

- Each child in the nursery is given the opportunity to succeed in their learning and development because staff provide an incredibly rich, varied and imaginative range of activities and learning experiences.
- The highest priority is given to promoting children's welfare and keeping them safe. Leaders and managers set extremely high standards for the quality of care and education the children receive. This results in children being extremely confident and able to make outstanding progress in their learning given their starting points and capabilities.
- Children have great fun in the nursery, they enjoy many hands-on experiences that effectively equip them for future learning, while simultaneously developing their independence and self-assurance.
- True partnership working with parents ensures they are fully involved in their children's care, learning and development. They actively share in their children's successes and contribute to the development of the nursery.
- Collaborative working with other professionals and involvement in projects, such as Every Child A Talker, means that all children receive the best possible start in their earliest years.

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 designated age appropriate rooms and the various outside areas.
- The inspector held discussions with the registered person, manager, practitioners and spoke with the children.
- The inspector looked at children's observation, assessment records and planning documentation.
- The inspector checked evidence of suitability and the practitioners' qualifications, the settings self-evaluation documents and the safeguarding policy and procedure.
- The inspector took account of the views of parents and carers.

Inspector

Sylvia Cornock

Full Report

Information about the setting

Rope Green Farm Day Nursery was registered in 2009 and is on the Early Years Register. It became a Limited Company in 2012. It is privately owned and managed. It is situated in Shavington, East Cheshire and operates from two purpose built buildings within the grounds of a working farm. There are fully enclosed areas for outdoor play. The nursery employs 34 practitioners. Of these, 23 practitioners hold appropriate early years qualifications at level 3 or above and two hold level 2. In addition, five practitioners have Early Years Professional Status or Qualified Teacher Status. Four practitioners are currently undertaking a childcare qualification at level 2.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6.30pm. The nursery serves the local community and is accessible to all children who attend for a variety of sessions. There are currently 174 children attending. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities. The nursery is a member of the Pre-School Learning Alliance and they receive support from the local authority.

What the setting needs to do to improve further

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

- enhance the range of opportunities for children to consolidate their skills and explore concepts, such as designing and building dens in the surrounding fields and nature areas.

Inspection judgements

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

Staff in the nursery are extremely knowledgeable about how young children learn. As a result, their teaching is well-informed and effective. The nursery provides all children with learning experiences that are securely based around their learning styles, interests and individual needs. For example, children with special educational needs are supported to become confident learners. Excellent support for children's language acquisition is a real strength in the nursery. Training opportunities for staff and the implementation of the Every Child A Talker programme means children receive the best possible support as they begin to communicate with staff and one another. Staff communicate with children asking questions and encouraging them to respond; children count the six jugs, when they are asked 'how many measuring jugs do you have in the water?' This type of intervention results in children quickly learning. Staff show their skills in listening to children and they

are really good at explaining simply and clearly, helping them to repeat words and phrases accurately.

Staff make learning fun. They are good at joining in and extending children's play. As a result, children learn to concentrate for longer stretches of time and to suggest their own ideas too. The role play garden centre is an extension of the planting and growing activities they have enjoyed in the garden. Children explain how 'you put in the (vegetable) seed, water it and it grows, then you pick it', when asked what they do next. Children respond 'eat them of course', showing their knowledge of where some food comes from.

Children make exceptional progress in their learning and development given their starting points and capabilities. Staff carefully encourage children's development and do a great deal to foster their independence in learning. The staff's experience and knowledge helps them to understand thoroughly the processes of child development. There is a great awareness that each child is an individual and because children are expertly observed and their learning evaluated by staff, assessments are precise. Daily observations are very detailed and help considerably in the planning of learning and activities for individual children. Parents play a key role in children's learning from the start because the starting points for learning they share with the staff are effectively built upon. Routine sharing of children's achievements through their 'learning journey records' means that parents know exactly where their children's learning is at and where this can be supported at home. Clear systems are in place to share children's progress formally at different stages of their development. When children are between the age of two and three, the progress check at age two is completed, and shows collaborative working, as parents and key persons meet together to discuss progress their child is making and where additional support is identified, this is accessed.

The nursery's rural setting allows for exciting experiences to take place in the outdoor area. Children learn first-hand about the seasons, the weather and life cycles. They visit the cows and their calves and care for the chickens that live around the farm. There is scope, however, to extend the use of the space available even further to provide more opportunities for children to plan large scale den construction to further enhance their learning outside. Babies have a lovely space to explore and use their senses and to gain new physical skills. When a baby begins to walk around a chair, he shows great pleasure in his new achievement. Staff reinforce this by encouraging the child to walk holding their hands. This shows the level of confidence and trust the youngest children have with their 'key' carers.

Children enthusiastically engage in story sessions, listening with interest to the staff's animated delivery of favourite books. This type of activity is innovatively used on a one to one basis to support individual children in developing their concentration and communication. This results in children being nurtured to succeed exceedingly well.

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

Children are confident and self-assured from a very early age in the nursery. This stems from the superb bonds and attachments they make with their main carers. The key person system is well thought-out to provide children with continuity of care. An example of this is the provision of a 'second' key person for each child so that personal care needs and information sharing with parents is exceedingly well managed. The key person works alongside the special educational needs coordinator and the parents to plan for children who need additional support. All of which results in well informed staff and parents, and children whose care and learning is significantly enhanced as a result. Key persons are keen to share the children's achievements with parents, so when babies pull themselves up to standing for the first time, this fantastic development is recorded on their daily feedback sheet which parents receive at the end of each day.

Children's behaviour is outstanding because they develop self-confidence, trust in the staff team, are enabled to gain their independence and develop their social skills. Children show high levels of persistence during activities and concentration throughout the sessions they attend. Children look out for each other and work together very well. There was very productive cooperation, for example, between the older children playing at the water tray, as they talk about the capacity and volume of different shaped vessels and the toddlers who build an obstacle course with crates and carefully step on them with stability so as not to slip or fall. The outdoor play area is a real strength of the nursery, providing children with the freedom to explore safely, use their senses and play exuberantly. This helps them to recognise the importance of physical play in promoting their health. The children show great excitement at the prospect of viewing the calves and cows on the farm and enjoy the vast quantity of resources in the outdoor environment

Children enjoy an excellent range of healthy snacks and lunches, which are nutritious and balanced. Food is freshly prepared on the premises using locally-sourced produce. The older and more able children help themselves from the serving dish; this supports their independence and small physical skills. Staff instinctively know when to provide children with the time to develop these key skills and because staff are acutely vigilant to the children's needs they know when to allow children to try out new skills for themselves and when to offer support. This highly effective practice prepares children exceptionally well for the next stage in their learning.

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

Leaders and managers have an exceptional grasp of their roles and responsibilities in meeting the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. They have a clear vision for the nursery, which is to provide children and families with high quality care and learning experiences and all staff are inspired to work together to achieve this aim.

The highly qualified and experienced staff team are supported very well by the leaders and managers. From the outset, robust procedures are used to assess staff suitability, their induction into the nursery is thorough and their ongoing professional development is very effectively supported. Regular supervision, room meetings and staff meetings ensure

that staff are kept up to date with changes in practice and enables them to actively participate in the development of the nursery. This results in a well-briefed team who work cohesively to provide children and their families with exceptional care and learning. Staff with key skills are given particular responsibilities, such as safeguarding officer and special educational needs coordinator. This ensures that disadvantaged children and those with specific needs receive interventions as necessary, and enjoy the best possible support to promote their individual learning given their particular starting points and capabilities.

Systems for safeguarding children are very secure. The manager and the staff team know, understand and effectively implement the nursery's comprehensive safeguarding and welfare policies and procedures, which promotes children's well-being. Staff are clear about what action they would take to deal with any concerns raised about a child in the setting. The robust risk assessment processes are unreservedly used to keep children safe, resulting in a safe and secure environment that is maintained to a high standard. In addition, careful consideration has been given to promoting children's interests in the rural setting of the nursery, while keeping them safe. An example of this is the viewing areas in the safety fencing at child height, so that they can see the farm animals in their natural environment.

Meticulous monitoring of the educational programmes means that children receive highly individualised learning experiences. There is a thoughtful and considered approach to the monitoring of teaching and learning; this values what each individual member of staff contributes to the nursery. The planning of activities by key staff is based around the children's interests and a secure knowledge of what children know and can do, this leads to a consistent curriculum with optimal challenge for children.

The ongoing development of the nursery is an integral part of its success. Leaders, managers, staff, parents and children all take an active role in taking the nursery forward, leaders pursue excellence in all things. As a result, the nursery has a vibrant atmosphere. The recently established parents' forum is an excellent example of collaborative working demonstrating how effectively parents share in the life of the nursery. 'Family Friday' helps parents to be actively involved in their children's learning and development. Partnerships with other providers and the teachers at the schools children move on to ensure their transitions are smooth. In addition, utmost priority is given to involving other professionals to ensure all children receive the support they need to flourish, this means the achievement gap is narrowing for children whose starting points and capabilities fall outside of the norm.

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 | EY454756 |
| Local authority | Cheshire East |
| Inspection number | 885084 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 106 |
| Number of children on roll | 174 |
| Name of provider | Rope Green Farm Day Nursery Ltd |
| Date of previous inspection | not applicable |
| Telephone number | 01270650074 |

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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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