

Ryehills Farm Day Nursery

Northampton Road, West Haddon, NORTHAMPTON, NN6 7AS

Inspection date	12/08/2013
Previous inspection date	14/09/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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

- Children thoroughly enjoy their time at the nursery. They quickly develop positive attitudes to learning and actively participate in a range of challenging and enjoyable learning experiences throughout the day.
- Children thrive and settle quickly in the friendly and very relaxed atmosphere. Their emotional well-being is extremely well supported because they receive warm, nurturing care and are treated with the utmost respect as individuals.
- Teaching is firmly based on the staff's extremely good knowledge of how young children learn and develop. They fully understand that play and exploration provides key opportunities for children to think creatively, to solve problems and link their ideas.
- Excellent partnership working with families means that they are fully supported in working with staff to promote the learning and development of their child.
- Management are totally dedicated to providing high quality care and education for all children who attend. As a result, children make excellent progress in their learning and development.
- The beautifully presented premises and the extensive range of outdoor learning opportunities supports children's learning and development exceptionally well.

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 spoke to the owner of the nursery, the manager, deputy, staff and children at appropriate times during the inspection.
- The inspector observed activities in the nursery rooms and all outdoor areas.
- The inspector looked at children's learning folders, tracking documents, planning systems, a selection of policies and procedures and children's records.
- The inspector took account of the views of parents.

Inspector

Ann Austen

Full Report

Information about the setting

Ryehills Farm Day Nursery opened in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned. It is situated in a converted and extended bungalow in a rural area close to the village of West Haddon, Northamptonshire. The nursery has sole use of the premises, which has three base areas for the differing age groups and is easily accessible on the ground floor. Each group has their own secure enclosed outdoor play area and access to various parts of the extensive grounds.

The nursery employs 17 members of childcare staff. All members of staff hold appropriate early years qualifications at level 2 and above, including one member of staff with Early Years Professional Status. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 131 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational 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:

- enhance the already very good range of experiences provided in the outdoor baby area to develop babies' sense of smell.

Inspection judgements

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

Children relish their time at nursery and are very happy, active learners. Their learning is superbly promoted because staff fully understand that young children encounter their environment through relating and communicating with others and engaging physically in their experiences. As a result, children are very motivated and develop a highly positive attitude to their learning, laying firm foundations for the future. The needs of the child lie at the heart of the daily life of the nursery. This is because staff ensure that each child's uniqueness is fully embraced and celebrated and that their individual needs are fully met.

Excellent systems for assessment and planning are in place to ensure activities and learning experiences fully support children's interests and the next steps in their learning particularly well. Staff value the voice of the child and successfully follow their interests. For example, staff provide a range of meaningful activities following the children's interests about 'going on holiday'. Children in the pre-school room successfully use writing

for a purpose as they order food, such as, chicken curry, paella and frankfurter sausages in the world cafe. They learn that the world is a sphere; that people use different transport to travel to different destinations and that other countries have different wildlife, traditions and cultures. As a result, children become fully engrossed in their play and their knowledge and understanding of the wider world is successfully broadened. In addition, staff follow the children's developing imaginations as they talk about pirates. Children use a wide range of descriptive language as they eagerly explain the features of their treasure map and demonstrate great excitement when they tell staff that 'X is where the treasure is going to be'. They develop their physical skills as they energetically dig for their treasure in the 'mud pit' and carefully use the bridges in the nursery garden to pretend to 'walk the plank'.

Staff promote children's ongoing development through an excellent balance of child-led play, planned activities and interesting resources. For example, staff place large sheets of paper on the floor and very successfully support and encourage babies to explore the texture of the paint. As a result, babies smile, laugh and have lots of fun as they create footprints and use the available brushes and sponges to make brightly coloured marks on the paper and their bodies. Furthermore, staff very successfully introduce appropriate vocabulary, such as, 'splosh' and 'splash' during the context of the children's play and take every opportunity to encourage young children to identify the different colours around them. This is very successful in supporting children's early language development. In addition, during walks in the outdoor environment. Babies and younger children thoroughly enjoy collecting fruits and objects, such as, twigs, grass and leaves from the natural environment and are encouraged by the staff to smell the flowers in the nursery garden. Staff subsequently encourage the babies and young children to explore and feel the texture of the objects and help them create collage pictures. Babies thoroughly enjoy squeezing the loganberries to make marks on paper. In addition, babies and younger children have access to a covered outdoor play area. They thoroughly enjoy playing with the water, manoeuvring the ride on toys, seeing the reflections of the shiny discs and hearing the sound of the chimes above their heads. However, there is further scope to enhance opportunities for babies to develop their sense of smell in order to ensure that this area is used to the very optimum in supporting children's learning.

The nursery garden and surrounding fields provide a wonderful environment for children to develop their physical skills and to explore and investigate the natural world. For example children thoroughly enjoy participating in the 'gardening club'. Children plant an abundance of different fruits and vegetables on the allotment and polytunnel, such as, rhubarb, cabbages, leeks and runner beans and learn why they must be nurtured and watered to ensure their growth. In addition, children learn to care for the chickens and ducks in the enclosed coop in the nursery garden. They eagerly show excitement as they check to see if they have laid any eggs. Toddler aged children thoroughly enjoy waking through the designated mazes in the top field and eagerly look at the sheep in the adjoining field. They are actively encouraged by the staff to sing associated rhymes, such as, 'baa, baa black sheep' and to look into the sky when they hear the sound of an aeroplane flying overhead. In addition, children enthusiastically climb on the climbing frame, manoeuvre wheeled toys, energetically run up and down the grassed mounds and precisely roll the hula hoops along the ground.

The quality of teaching throughout the nursery highly motivates the children to participate in the activities provided. For example, staff enhance children's understanding of numbers and shape by providing a challenging range of games. As a result, older children confidently recognise shapes, such as, diamond, rectangle and square and seamlessly count to 10 and beyond. Staff support children to develop their early information communication and technology skills. Consequently, children learn to click on different icons to cause different things to happen on a computer programme. Older children drew recognisable pictures, write their name and demonstrate that they are extremely proud of their achievements. In addition, the development of the children's language skills is given very high priority throughout the nursery; including supporting children with special identified educational needs and/or disabilities. For example, staff sing songs with actions, such as, 'head, shoulder knees and toes' with the younger children to encourage them to join in and learn familiar words and phrases. In addition, visual aids, gestures, consistent routines, word games and regular discussion with parents enriches children's language development further. By the time the children are in the pre-school they are articulate and very confidently initiate all manner of conversations. Staff enthusiastically show an interest in the children's conversations. They ask questions and help them to recall the activities they enjoy. As a result, children's communication skills are very good, which helps them gain essential skills for when they move on to school.

Staff are highly proficient in engaging all parents and carers in the learning of their children. Communication is extremely effective. Children's starting points are comprehensively assessed and staff successfully use this information to inform the initial planning and to track children's progress. Parents are kept closely informed about their child's progress and development through the continuous exchange of information. For example, parents of younger children receive a daily written account of their child's day. In addition, all children have a detailed, attractively presented and well organised 'progress' folder, which is regularly shared with parents. Parents are kept very well informed about the life of the nursery through the noticeboards, parent meetings and through daily chats to the staff. They keenly post comments about their child's achievements at home on the 'wow moment' trees. Parents are actively encouraged to take resources and books home to share and support children's ongoing learning at home. In addition, children really enjoy taking 'Kira and Joey kangaroo' home to share in their adventures. The nursery has very successfully implemented the progress check at age two. As a result of the highly effective assessment and recording of children's progress parents receive a very clear picture of their child's learning and development.

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

Children thrive and settle very quickly in the friendly, relaxed 'family' atmosphere. They receive warm, nurturing care and are treated with the utmost respect and as individuals. A well-established and extremely effective key person system operates throughout the nursery. This helps children to form secure emotional bonds and attachments and provides parents with a familiar person to share information with regarding their child. Every key person knows their children exceptionally well and can clearly demonstrate how they are helping them to move forward and make excellent progress.

Staff build and maintain excellent partnerships with parents, supporting the ongoing exchange of information about children about the children's care needs and routines. This contributes to children forming secure attachments and feeling confident to explore and express themselves. For example, younger babies receive physical interaction and cuddles and older children are quick to seek reassurance if required and very confidently move around the identified play areas selecting the resources they want to play with. Children are exceptionally well-supported in their transitions between rooms and parents are fully involved. They are introduced to their child's new key person and new routines are explained. Practitioners ensure that children are familiar with the room they are moving into by taking them on visits and they share progress reports and any individual information needed to help children to settle. Older children are fully prepared and expertly supported by the staff to make further transitions to school. Teachers are invited to the nursery and staff complete transition documents which provides information about the children's learning and development achievements during their time with them. In addition, staff spend lots of time talking to the children about the next stage in their lives. As a consequence, children enthusiastically look forward to moving to 'big school'.

The premises are safe, beautifully maintained and very well resourced to provide children with a stimulating environment in which they learn and develop. Staff are very well deployed across the nursery. As a result, children's are kept very safe and their all-round development and emotional well-being is very well supported. In addition, children's work and photographs are displayed throughout the nursery, which very successfully supports their sense of belonging. Staff show a genuine commitment to equality of opportunity and the promotion of diversity. For example, children listen to music from differing cultural backgrounds, dress up in multi-cultural outfits and sample different foods from around the world.

Staff act as excellent role models, consistently showing a very genuine care, concern and respect for all. Children mirror this behaviour, learn to respect each other and are gently supported to explore their own feelings. Older children work exceptionally well together, share resources and readily include others in their play. For example, children willingly invite their friends to play the 'spider' game and patiently wait to take their turn. All children receive constant praise and encouragement for their efforts and achievements, which successfully promotes their confidence and self-esteem. As a result, smile and show delight and pride in their achievements. From a young age, children learn about their own safety because staff successfully incorporate gentle reminders of how to use resources, such as, scissors safely. Children learn the importance of keeping safe when they cross the road and how to stay safe in the sun. In addition, older children are actively encouraged to take some responsibility for their own personal safety. For example, staff ask the children what will happen if they leave their pencils and other objects on the path in the garden. In response children respond and say that 'they might fall and hurt themselves'.

Children thoroughly enjoy spending time outdoors in the fresh air, which promotes their sense of well-being exceptionally well. They confidently demonstrate spatial awareness as they negotiate the space around the resources outside and the outdoor play equipment offers children the opportunities to take risks and experience challenge in their play. In addition, staff actively encourage babies to sit, crawl and walk and enable them to rest and sleep according to their needs. Vigorous procedures ensure that the cook and the

staff are very clear about children's special dietary requirements, preferences and allergies. This ensures their needs are met and respected. Children thoroughly enjoy the range of healthy meals and snacks. For example, children enjoy baked cod with vegetable cous cous, chicken stroganoff with rice, lasagne and fresh fruit. The nursery has been awarded a five-star food hygiene rating. Meals and snacks are very social occasions and children demonstrate extremely good manners and are polite to adults and one another. Children say 'please' and 'thank-you', confidently serve their lunch and clear away after they have eaten. This very effectively develops their independence. In addition, staff sensitively support and encourage younger children's developing independence by encouraging them to feed themselves and hold their beaker appropriately. Subsequently, they grow in confidence and their hand-to-eye coordination skills are greatly enhanced.

Children good health and well-being is excellently supported. For example, detailed records are maintained, including accidents involving children or medicine administered. These are effectively shared with parents in a timely manner. Children are gaining an excellent understanding of healthy lifestyles and the relevance of hygiene practices. Posters and ongoing discussions mean that young children understand the importance of daily practices. As a result, older children readily wash their hands before meals and snacks and after using the toilet, which helps to reduce the risk of cross infection.

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

Management and staff are extremely committed and highly dedicated to maintaining the highest levels of achievement for the children and their families. Robust procedures are in place to monitor the educational programmes. This results in activities and experiences which captivate children and stimulate their interests as they progress towards the early learning goals. Management monitors staff performance through supervision meetings, annual appraisals and observations of their practice. In addition, staff meeting are successfully used to share practice ideas and to reinforce all nursery policies and procedures. Managements caring and approachable manner enables staff to feel able to talk openly about any issues they have or new ideas they would like to implement. As a result, staff feel very valued and appreciated. Staff are actively encouraged to gain additional qualifications and to attend further training to extend and develop their already very good knowledge and skills. Furthermore, staff take on additional responsibilities within the nursery to develop their self-esteem and senior management attend conferences and local cluster meetings to ensure their knowledge of childcare practice is up-to-date.

Comprehensive self-evaluation covers all areas and takes full account of the views of staff, children and parents. This ensures management obtains a balanced and representative overview of the setting's work. Practical action plans clearly identify and prioritise areas for improvement. For example, management and staff are continuing to develop the, already very good, outdoor play areas and the staffing structure in the baby room has recently been reviewed to ensure the best use is made of the staff's existing good skills and knowledge. In addition, the recommendations raised at the last inspection have been met. This demonstrates that management are very proactive in implementing the changes

necessary to sustain improvement and consistently explore new and innovative ideas.

Children's welfare is given a high priority and this is supported by exemplary safeguarding procedures. Senior managers and practitioners are very clear about their roles and work very well in partnership with families and other agencies. They fully understand the signs and symptoms to be aware of and know when and from whom to seek advice. An extensive range of written policies and procedures, including a safeguarding and behaviour management policy successfully support the safe and effective management of the provision. Recruitment procedures are rigorous and robust. For example, management obtains enhanced Disclosure and Barring Service checks for all members of staff. This ensures that all staff are checked before they have unsupervised access to children. In addition, thorough induction procedures are in place to help and support new members of staff and students. Security of the nursery is excellent; both entrances have key-pad security and are monitored by close circuit monitors. This ensures no unwanted visitors are able to freely access the premises. Furthermore, staff implement secure procedures that require all visitors to the nursery to show their identification and to sign the visitors' book. Staff carry out thorough daily risk assessments of the indoor and outdoor play areas, which enables them to identify, record and remove any potential hazards. Supervision of the children is very good; staff are vigilant at all times; ensuring the children's ongoing safety and well-being.

Excellent partnerships with parents and other professionals ensure that children's care is consistent and their development is very well promoted. Parent's comments are extremely complimentary of the nursery and staff. They state that 'they treat every child individually and makes them feel very welcome when starting', that 'the staff are fantastic; I can't praise them enough' and that 'the nursery grounds are beautiful and this combined with the staff ethos, ensures harmony and a thriving learning environment'. In addition, parents are invited to social events, such as, a picnic in the fields and the performance of the nativity play. Staff are very alert to the early signs of any problems children may have needs of the children that could lead to later difficulties. They have robust procedures in place to seek expert advice from other professionals, such as, the area special needs coordinator and have formed excellent relationships with the local health visitor. This ensures that appropriate interventions are secured and children with special educational needs and/or disabilities receive the support they need. For example, focused targets are set to help children progress in their learning and development and one-on-one teaching support is provided. Partnerships with others providers, such as schools, are very well established. Reception teachers frequently visit the nursery to meet and begin to develop relationships with the children and staff proactively share information about the children's learning and development. Consequently, children are provided with an extremely consistent approach towards their care and education.

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	EY379904
Local authority	Northamptonshire
Inspection number	927292
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	81
Number of children on roll	113
Name of provider	Climbing High Nurseries Limited
Date of previous inspection	14/09/2009
Telephone number	01788 510333

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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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