

# Manor Farm Day Nursery

76 London Road, SANDY, Bedfordshire, SG19 1DZ

## Inspection date

Previous inspection date

04/09/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- There is a warm, welcoming and stimulating learning environment in which children are secure, happy and confident to express themselves. Children are confident, inquisitive learners, who make good progress in their learning.
- Planning is based on children's interests to effectively promote their learning and development. Children benefit from a wide range of resources and equipment to support their learning.
- The managers have successfully established a well-organised nursery with effective procedures, routines, policies and record keeping ensuring that children's needs are met.
- In a relatively short space of time strong partnerships with parents and others who are involved in the care and learning of the children have been established, this ensures that children receive support and continuity in their learning and development.

### It is not yet outstanding because

- The observation of teaching and learning is not yet fully embedded within the monitoring and professional development systems.
- Formalised systems for self-evaluation are not yet used to effectively secure long term improvement plans.

## 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 playrooms and the outdoor area.
- The inspector held a meeting with both managers of the provision.
- The inspector looked at planning, evidence of suitability of practitioners working in the setting, policies and a range of other documentation.
- The inspector took account of the views of parents.

## Inspector

Linda Bird

## Full Report

### Information about the setting

Manor Farm Day Nursery is one of five nurseries that is privately owned and managed. It registered in 2013 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from a large detached house in Sandy, Bedfordshire. It serves the local area and surrounding villages. The nursery is accessible to all children. There are three separate enclosed areas available for outdoor play.

The nursery employs five childcare staff of whom one is a qualified teacher with Early Years Professional Status, one holds a level 5 qualification, two are qualified at level 3 and one holds a level 2 qualification.

The nursery opens Monday to Friday from 7am until 7pm for most of the year. Children attend for a variety of sessions. There are currently 25 children attending who are in the early years age group. The nursery provides funded education for three- and four-year-old children. The setting has systems in place to support children with special educational needs and/or learning disabilities.

### What the setting needs to do to improve further

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

- develop the performance management and monitoring systems further to ensure that the quality of teaching is effectively linked and information used to inform and shape practitioners' professional development
- enhance systems for self-evaluation to fully identify and prioritise long term targets for improvement and so determine future priorities.

## Inspection judgements

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

Children are motivated and eager to learn and they join in activities with enthusiasm and enjoy their time in the nursery. Staff provide interesting and fun activities that meet the needs of children and the educational programmes address the seven areas of learning. Staff organise the setting well and ensure that children are able to access a broad range of toys, books and equipment, as a result, children are active and independent learners. This means that children are well prepared for the next stage in their learning.

Staff effectively promote children's skills in language and literacy development. They are skilled in listening and talking to children to promote their speech and widen their vocabulary. Each playroom has an attractive and welcoming book area with comfortable cushions and large attractively illustrated books. The children select the books for the adult to read but the adult takes the opportunity to develop the children's interest in reading. The children listen intently to the story, they enjoy looking at pictures and discussing what is happening. They watch the adult turn the pages as the story progresses and they learn that print carries meaning and are developing an interest in books. Therefore, the children are being helped to develop an appreciation of books and are being supported to develop early reading skills.

Children are encouraged to be independent and to make choices about what they do. For example, they go to the vegetable plot to look at the vegetables growing and to pick ripe tomatoes. They collect onions and potatoes that had been picked and dug up at an earlier stage and take them inside to make prints where they cut them very carefully with assistance from the adult. They choose the colours of the paint and collect their own papers to print on. The adult encourages the children to look closely at the tomatoes and to examine the seeds. The children are interested and fully engaged in the activity as they look inside the onion and compare the appearance with the potato when it is cut open. The staff member asks the children if the prints of the potato and onion will look alike or different. She encourages the children to think and to predict what will happen as they learn about food and growth, while having fun creating prints. The children are proud of their work and careful well-planned teaching effectively supports children's learning.

The provision for babies is well resourced to promote independence and provide a range of stimulating activities. They enjoy moving cars along and playing with plastic cotton reels. The adult helps the babies to thread the cotton reels together and encourages them to begin to recognise different colours and to count. They crawl and enjoy exploring in the room. The caring and skilled staff attention helps babies to make good progress with early speech and physical development.

The regular observation of children at play enables staff to assess children's learning needs and plan suitably challenging activities. Staff constantly observe and listen to children, questioning them during activities in order to extend their learning and enhance understanding. The children's learning journeys contain observations and assessments of progress. Parents are kept informed of their children's progress through verbal feedback, which is provided at the end of each session and daily communication notes, in this way parents are well informed and involved in their children's learning. Children are keen and interested learners who are making good progress in working towards the early learning goals. The nursery is effective in preparing children for school.

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

Arrangements to help children settle into the nursery and build secure emotional attachments with their key person are very effective. Successful implementation of the key person system ensures that children feel safe and secure in the setting. Children behave well, staff set clear boundaries and encourage the children to behave in a positive and

respectful manner. Children are sensitively reminded to share toys, to take turns and to be kind to each other. The nursery places a priority on teaching the children to keep themselves safe. For example, when children are using knives to cut vegetables they understand that the knives are sharp and that they need to be very careful. Consequently, children are helped to learn about risk and to use a knife safely.

Children are provided with healthy snacks and a nutritious lunch. The children's independence is promoted by enabling them to help themselves to the food and pour their cup of water from a jug. The staff make meal times a social occasion by sitting with the children and encouraging conversation. Children are encouraged to learn the importance of basic personal hygiene and to ensure that their hands are clean before eating and after using the toilet. They are encouraged to be independent by, for example, putting on an apron before painting and printing. The staff use a wide variety of tasks and activities to develop children's independence. The children are successfully helped to develop self-help skills and a healthy lifestyle.

The staff attach importance to the children being outside and enjoying and benefiting from the fresh air. The children have fun playing in the spacious outdoor area with the opportunity to enjoy fresh air and to run and play, which promotes children's physical development. The staff know the children well and spend time talking to and playing with them, consequently, they enjoy caring relationships. This positive adult interaction helps to develop children's confidence and self-esteem. Children are well prepared for the next stage in their learning because staff provide appropriate support to prepare them for their transition to school. This includes liaison with the schools where the children transfer to.

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

The joint managers work closely together forming an effective team and are committed to providing good quality provision for all children. They have worked hard to establish the new nursery and put in place effective procedures, routines, policies and record keeping ensuring that children's needs are met. The staff widen their knowledge and experience by attending training courses and some staff are working to further improve their qualifications. As a result, the staff team is motivated and enabled to offer good quality provision for all children. Effective systems are in place for recruitment and induction, ensuring that staff with appropriate skills and experience are employed. Systems and procedures are in place for the annual appraisal of staff. The managers hold review meetings with staff and progress is monitored between appraisal meetings. Currently the outcomes of the observation of teaching and learning are not clearly linked to the professional development of staff to enable them to further improve their skills and so lead to better outcomes for children.

The nursery enjoys close working partnerships with parents. Parents spoken to at the time of the inspection, hold the provision in high regard and they appreciate the way in which the staff help children to settle happily and learn to mix and play with other children. Effective partnerships with parents make a strong contribution to meeting the needs of children. The managers have visited the schools in the locality with the aim of establishing

good relationships with them for when children transfer. A link has been formed with the local children's centre. The nursery has also developed strong partnerships with other professionals, including the local authority area early years adviser. The close partnership working with other professionals ensures that children's needs are identified and that they are supported to make good progress.

Staff are proactive in ensuring children's safety is maintained and the children are carefully supervised both indoors and outside. Rigorous systems are in place to assess risk and to ensure that the premises are safe and secure. Staff create an environment that is safe and welcoming, where children feel secure and happy. The provision has appropriate policies and procedures in place to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Staff have a good knowledge of how to implement the effective procedures to safeguard children. Staff are suitably vetted to work with young children. Where the outcome of a check is awaited staff are not left alone with children and this ensures that children are kept safe. A majority of staff hold a paediatric first aid qualification and the nursery sets a high priority on having all staff able to administer first aid in case of an accident or emergency.

The managers are ambitious to further improve provision for the children. In the relatively short space of time that the nursery has been open, much has been achieved. Plans are in place for further improvements, including the establishment of the pre-school provision, which will be situated on first floor. Feedback on the quality of provision has been sought from parents through the completion of questionnaires and they are extremely positive. A great deal has been achieved in the first five months, however, formalised systems are not yet in place for self-evaluation to inform the setting's priorities for the longer term future of the nursery.

### **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
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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

<b>Unique reference number</b>	EY459718
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	910263
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	77
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Davidson-Roberts Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01480 810816

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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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