

Wadacre Farm Private Day Nursery

Wadacre Farm Private Day Nursery, Chapel Lane, Melling, LIVERPOOL, L31 1ED

Inspection date	30/08/2013
Previous inspection date	04/12/2009

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

- Staff have very good relationships with parents and share children's experiences in detail on a daily basis. This allows for positive transitions and suitable ongoing support.
- Staff allow for a wide variety of experiences because of their location on a farm. Children learn about assessing risks, caring for animals and new life.
- Staff plan individualised activities to challenge children appropriately and help them build on what they can already do.
- Staff observe children regularly and have clear understanding of their needs.
- The setting has good links with the local community and local schools helping to ensure secure transitions for children to be school ready.

It is not yet outstanding because

- There are some minor inconsistencies in the monitoring of assessment of groups of children in different cohorts.
- A wider range of resources outdoors is needed to further progress children's learning for information, communication and technology development.

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 had a tour of the premises.
- The inspector observed practice in the baby room.
- The inspector accompanied staff and children on a walk to the farm.
- An observation was carried out the room for two- and three-year-olds.
- The inspector had a discussion with the management team at an appropriate time.
- The inspector carried out an observation in the pre-school room.
- A joint observation was done with deputy manager.
- A joint observation was done with the manager.

Inspector

Kerry Greenall

Full Report

Information about the setting

Wadacre Farm Private Day Nursery opened in 2006 and operates from seven rooms in a large barn conversion, on the same site as a small farm. It is situated in a residential but rural area, close to schools and shops, in Melling, Merseyside. The setting is open each weekday from 7.30am to 6pm, all year round. The provision offers a before and after school facility and a holiday club, although these are not currently operating. All children share access to a secure, enclosed outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 45 children on roll. The nursery employs 15 members of staff, all of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- introduce systems for monitoring progress in relation to different groups of children in order to be able to track any group falling behind their peers or below their expected development bands

- increase resources in the outdoor areas to extend learning through music and sound.

Inspection judgements

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

Children are cared for within three main rooms and one room currently undergoing some changes. The three rooms are allocated to three age groups and children are moved to the different rooms depending on their development stages to ensure their learning is appropriately challenged. The baby room is set up with a lot of thought for the children who attend as their interests and curiosity grows. A 'feely board' is available at a low level for the children to manipulate and develop their senses with materials they can touch of different textures. Children are monitored closely in areas where hand to-mouth objects are encouraged, such as treasure baskets. All items are regularly cleaned by staff.

Children are encouraged to move around the room in the way that is comfortable to them with many aids available to pull themselves up and practice their crawling or walking. Baby room staff have good routines in place to support children's needs and to develop

consistency of care. Staff are clear on children's routines and parents' wishes through regular discussions and daily log sheets. These daily sheets allow staff to inform parents of their child's day and include the child's routine including any significant events to share.

The setting is located on a working farm so children regularly visit the farm animals with parental consent and engage in activities, such as feeding and singing familiar songs to practice their animal noises. The children have been to the farm many times being comfortable with their surroundings and are confident to experience new things. The children feel safe and are well supervised to enjoy the fresh air and new experiences. Staff are conscious of emerging hazards when taking children out and monitor them closely as well as helping children become more aware of hazards they may come across.

Staff have a comprehensive understanding of children's development levels and starting points through regular detailed assessments and observations. Staff use their knowledge to ensure appropriate activities take place that are a good mixture of child and adult initiated activities. Staff individually plan for children of all ages meaning their development is purposefully challenged and aimed at their interests. The children in the older rooms are aware of what the activities are for the day yet staff regularly check with the children what they would like to do and choice is offered throughout the day as the children may change their minds. This allows the children to take more control of their learning and build confidence in decision making.

Staff have high expectations of what the children can achieve and use language to challenge children's understanding. During imaginative play of a doctor's surgery in the older age group, staff introduce words, such as 'stethoscope' and 'prescription', allowing children time to ask questions and discover the meaning of the new words. Children are encouraged to join in and invite others to play with them, building communication skills and self-esteem in their peer groups.

The outdoors is a large space with a good mix of paved and grass areas for children to play. A decked area has been created as a stage for dancing and performing which children can access as they choose with musical instruments available to play. Staff explain an interest in fish has been apparent through discussions and activities so staff enhanced all aspects of this interest outdoors and indoors. Children have a ball pool and fish netting and have created an aquarium. Staff have displayed fish images all round one area to give the illusion of being in a fish tank or underwater including fish hanging from above. This engages children's imagination and creative skills allowing them to further extend the play themselves through make believe. There are limited opportunities to access technology outdoors, missing opportunities to use music, sound and light to extend learning.

Outdoor tents and climbing equipment encourage discovering and hiding as well as creativity and imagination. Water and sand are available with tools and jugs for the children to pour and transfer water from one container to another. This helps the children to learn about mathematics, shape and size. Staff use appropriate language to develop further understanding of the theme and older children are currently working on an octopus activity to introduce counting and the use of shapes. Further enhancements show the children have begun to create a three-dimensional fish according to their level of

understanding and have begun mixing paints to develop their understanding in changes of colour.

Parents are heavily involved in their child's learning. Staff ask parents to suggest themes for their open events and also ideas about what to include in future events. Parents are asked to write on the individualised balloon shaped laminated sheets outside each room. Information, such as what their child has been doing, is encouraged as well as new experiences and new learning. As children learn new things staff update activities and learning, such as a child learning a new number was written on the parents' board, highlighted in individual activity planning and also referenced in an observation. Regular termly meetings are set up for parents to talk to staff as well as progress check at age two meetings. Staff ensure these meetings are suitably planned so information can be shared with the child's health visitor at their development check.

Children enjoy the activities they are involved in and become engrossed for significant amounts of time, showing their interests are captured and staff are highly motivated to ensure learning is taking place. Joint observations with the management team capture children are meeting and exceeding their development stages and assessments carried out are accurate. Staff are skilful at creating suitable experiences for individual children meaning the activities are fun and imaginative.

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

Children are well cared for and have built very good bonds with staff. Children are confident in their surroundings, settle well and fully engage with their key workers. Some staff changes have occurred, meaning new key persons have been introduced. Staff are prepared for some children to be a little unsettled yet the close connections between rooms and children knowing staff well mean that transitions are well organised and thoughtful. Staff are clear on their key worker role and understand the importance of secure attachments with the children. Staff also ensure parents are fully aware of what their role means to their child's development through discussion and development meetings.

Care practices are followed with individualised routines and children have good understanding of hygiene and why they wash their hands at mealtimes. Children are monitored closely but given opportunities to make healthy choices with home-made food using appropriate eating utensils. Mealtimes are a social events and staff sit with children engaging in conversation and use the opportunities for extended learning about food likes and dislikes as well as developing fine motor skills.

The setting has recently prioritised healthy choices through the 'change for life' initiatives. The setting have displays and posters showing how they are getting involved. The children are benefiting from new ideas of how to keep active and different healthy foods to try. Staff also involve young babies by displaying a poster of different actions they can do to promote movement at a young age. Also a staff member is trained to carry out baby massage with parents' permission. Parents are invited to listen to guest speakers and attend events that may occur on the farm, such as sheep shearing and feeding. Parents

are also invited at weekends to enjoy the farm as a day out. This helps parents be more involved in their child's learning and get to know the setting better with their child.

Older children have created images of the stories they read to help them recognise key characters as they remember them. These images are displayed in the story corner and referred to by the children as they find the stories. Children are confident to ask questions about their environment and access resources. Younger children happily play peek-a-boo at the table whilst waiting for their snack and interact with staff that support them. Children in the room for two- to three-year-old children wait patiently as their dinner is served and engage with those around them, learning to say 'please' and 'thank you' and helping each other to reach their drinks.

Children are happy and playful in all rooms developing their sense of self and show age-appropriate behaviour. Staff are positive role models and are consistent with their care meaning children understand reasoning, boundaries and risks. Staff carry out daily room checks and have detailed risk assessments for their outings on the farm.

Older children are encouraged to manage their personal needs and build their independence when using the bathroom. Staff support children as needed and they are praised throughout. Children are confident to use the facilities and have understood the request to always inform a staff member if they wish to use the bathroom as this will help them to be school ready and learn to follow instructions. The older children have school uniforms from the local schools in their dressing-up clothes to help them become familiar with the school dress code. The management team also arrange for the local school teachers to attend the setting to introduce themselves to the children and parents. This allows the children to meet the teachers in a safe and familiar environment and further help the transition to school. Staff have created information books about each school in the local area so information and pictures of teachers can be used in play and help approach the subject of attending school.

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

The management team is made up of well-qualified and knowledgeable staff. All the team understand their responsibilities and work hard to ensure the best provision for children. However, they are not consistently tracking cohorts of children, such as boys and girls, or different age groups. This leads to some minor weaknesses in their knowledge of whether certain cohorts of children may need further support and whether their planning is suitable for the groups of children who attend. The management team ensure the setting is well organised and activities are planned to meet individual needs including parents contributions. This means members of the management team have thorough understanding of children's development and when interventions may be required.

The management team is fully aware of the importance of safeguarding children and importance of having well-trained staff. All staff complete an online safeguarding course and during supervision and appraisals have clear vision of what the next training events are and when they will be required to attend them. Staff fully understand the safeguarding

children procedures and are aware of the signs and symptoms to look out for. Staff understand they would need to speak to the manager if they had concerns and also the safeguarding officer and follow up any concerns.

Supervisions are regular and personal to each staff member highlighting individual needs and interests to ensure the best care for all children in the setting. Induction for new staff is thorough and allows for procedures to be discussed and fully understood. The management team and owner carry out room observations to see how teams work together and what improvements the children would benefit from with regards to resources or staffing. Good practice is also then shared through the setting during room and staff meetings to help support consistency of practice throughout the setting for the children's learning and well-being.

Self-evaluation is carried out regularly in the form of action plans and evaluation. The management team use parent questionnaires, staff ideas and reports from Early Years local authority team to put together an action plan for the future developments of the setting.

The management team ensures community engagement with the church during celebrations and festivals guaranteeing children have the opportunities to develop an awareness of religion and culture. Children in the setting have additional languages so staff help the children to learn some words from this language. This helps support the child and also in anticipation of another child joining the setting who also speaks the language. The local school allow the pre-school children to use their nature trail and computer suite which further develops interest in information and communication technology.

The setting has good partnerships with the local authority early years team and has regular contact to develop their practice for the benefit of the children. Self-evaluation shows this relationship is to continue and further development of training to new staff about the Early Years Foundation Stage Statutory Framework is monitored closely.

Thorough risk assessments are completed due to the farm environment. The management team ensures parents are fully aware of any hazards surrounding the setting and sign consent forms for their child to be involved in the farm activities during the day. Staff update parents if any changes to the environment occur and the management team closely monitors the flow of parents, children and visitors to the setting.

The staff and management team have very strong relationships with parents that have been developed over time ensuring they are fully engaged in the setting and feel valued. Parents are pictured with the team at events that have taken place on the grounds to build partnerships and open lines of communication for the benefit of the children. The team listen to parents' ideas and welcomes their input.

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

Unique reference number	EY330797
Local authority	Sefton
Inspection number	915510
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	94
Number of children on roll	45
Name of provider	Wadacre Ltd
Date of previous inspection	04/12/2009
Telephone number	0151 5472293

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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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