

Springfield Farm Day Nursery

34 Marple Road, Charlesworth, GLOSSOP, Derbyshire, SK13 5DA

Inspection date	19/08/2013
Previous inspection date	09/07/2012

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

- Staff have sound knowledge and understanding of the Early Years Foundation Stage and the 'progress check at age two'. They use this to ensure babies' and children's individual next steps for are included in the planning of further activities. This ensures all babies and children make satisfactory progress in all areas of their learning and development.
- Children's independence is developing as they are able to freely choose and access a range of toys, games and activities which are age appropriate.
- Children are supported by the good partnerships that have been formed with local schools. This ensures effective support is provided for children and makes their transitions into school, a smooth process.

It is not yet good because

- Staff within the nursery are not fully informed of children's individual learning when they are preparing for their transition visits. This does not enable staff to plan effective activities to fully meet children's individual needs.
- Role play in the pre-school area is limited to a home corner and staff do not plan further role-play situations in order to extend children's experiences and learning.

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 staff practice in each room of the nursery.
- A selection of documents, including safeguarding procedures, children's development records and planning of activities were seen by the inspector.
- Discussions were held with the owner, manager and staff throughout the inspection.

Inspector

Karen Byfleet

Full Report

Information about the setting

Springfield Farm Day Nursery was registered in 2012 and is located in the village of Charlesworth near Glossop, Derbyshire. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery operates from two buildings and is open each weekday from 7.30am to 6.30pm, all year round, except for bank holidays. There are currently 68 children on roll. The nursery employs 10 members of staff to work directly with the children, nine hold childcare qualifications at level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- ensure that every child's care is tailored to meet their individual needs, by considering the impact when arranging their transition visits between rooms, and ensure that parents are kept fully informed of the process.

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

- develop further role-play situations in the pre-school room, alongside a home corner to extend children's experiences and enable them to acquire the skills and capacity to learn and develop more effectively.

Inspection judgements

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

Children's progress and development is satisfactory. Staff understand the Early Years Foundation Stage. The observations and development records they complete for all children are updated regularly and children's next steps in their learning are identified and included in the planning for each room. However, staff do not share this information effectively with the rest of the staff when they are preparing babies and children for their transitions through the nursery. Information is gathered from parents when children start attending which provides staff with a baseline for babies' and children's learning. Staff make their own initial observations and assessments which enable them to identify children's individual learning needs and interests. 'Progress checks at age two' and summaries of children's development in the three prime areas are completed and shared with parents. Children are able to freely choose and access a range of age-appropriate

toys and resources which cover all areas of learning and help them to develop their independence. They enjoy role play in the home corner and access a variety of dressing-up clothes, enabling them to develop independent their skills in dressing and undressing. However, some areas of role play are not always considered by staff in order to extend children's learning. For example, children in the pre-school are learning about animals and staff have not included role-play scenarios, such as a vets or pet shop, to link to the theme or to extend children's learning and understanding. Through a range of craft and creative activities babies and children develop their physical skills as they use a range of mediums, such as foam for exploring texture and tools for cutting, painting and sticking.

Staff interact and engage well with the babies and children throughout the provision. They plan and provide a variety of activities that help the development of children's communication and language skills. For example, babies and toddlers enjoy singing and rhymes and group times for the older children enable them to further develop their attention and listening skills as they sit for stories, listen to what others have to say and take turns in technology activities. Treasure baskets provide babies and younger children with many opportunities to explore and investigate a variety of everyday objects and materials. A range of age-appropriate books are easily accessed by babies and children and they have room to sit quietly and comfortably to look at these both individually and together with their peers and adults. There is a good range of books which promote positive images of race, gender and culture. The learning environment has a wide range of displayed printed words. These help children to learn to understand that print carries meaning. Children's access to writing implements is good. They freely use pencils, pens and crayons as they draw and colour. Children's information and communication technology skills are developing well. They use a range of exploratory resources and equipment, such as the computer, interactive and computerised toys for the babies and toddlers.

Information that is gathered from parents when babies and children start attending the setting is used effectively by staff. They work in partnership with parents to establish information about children's daily routines, their family background and their capabilities. This helps staff to settle babies and children into the provision. Staff and parents exchange information on a daily basis around children's welfare, such as, sleep times, nappy changes and food intakes. Children's development records and their progress are also regularly shared with parents.

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

Throughout the provision babies and children are happy and settled. They are confident as they engage in conversations and welcome visitors. Staff offer lots of positive praise and recognition for children's efforts and achievements. For example, children's artwork is attractively displayed throughout the provision. This gives children a sense of belonging and achievement, raising their self-esteem. Key persons are attentive to the children as they listen to their requests and are aware of their individual needs, which support secure emotional attachments within each room. The nursery is resourced with a range of age-appropriate toys, games and activities, which children and babies can freely access, promoting their learning and independence. Safety within the nursery is highly monitored.

Children are unable to leave unattended and the secure entrance prevents anyone entering without the knowledge of staff. An emergency evacuation plan is in place and fully understood by staff. Regular emergency evacuation is practised with the children, ensuring they are familiar with the procedure and raising their awareness and understanding of how to stay safe. Staff are positive role models for children and this contributes to the development of their independent skills and their good behaviour.

Children are provided with healthy balanced foods for lunches, teas and snacks which are all cooked on site. Snack and meal times are sociable occasions with children sitting together. Children are actively encouraged to serve themselves at meal times and babies are encouraged to feed themselves when they are able and toddlers and older children use appropriate cutlery to eat their meals, further enhancing their independence. Children demonstrate a good awareness and understanding of their own needs and personal hygiene as they follow hygiene procedures with regard to hand washing before eating and after using the toilet. A good range of equipment outdoors, enables children to further develop their physical skills. They manoeuvre wheeled vehicles well around the playground, avoiding obstacles and they climb and balance on the climbing and balancing equipment. Other tools such as scissors, brushes, rollers and cutters used in baking and craft activities enhance children's physical skills.

Babies and toddlers are not fully supported in their transitions within the provision. Their key person does not accompany them on visits to the room they move on to and the sharing of knowledge of babies and children's individual development and progress with staff in the next area is not fully effective. Babies and toddlers, build up the visits over a four week period which parents are informed of. However, extra visits are done in order to maintain ratios within the nursery as some parents ask for extra time. For example, when babies make extra visits to the toddler room, parents are not always informed of these and staff do not exchange information about the babies' development until they make the move. Therefore, activities to meet babies' needs are effectively planned for in the toddler room during the transitions. Transitions into school for the older children are supported. Staff have built firm partnerships with the local school where children move on to and share what they know about the children.

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

Comprehensive policies and procedures to promote children's health, safety and welfare are fully in place and effectively implemented. For example, detailed policies and procedures and written risk assessments that cover all aspects of the provision, are robust and fully understood by staff. Staff have attended safeguarding training and are fully aware of the Local Safeguarding Children Board procedures. They clearly know how and who to report any concerns they may have with regard to children's welfare. The detailed safeguarding policy includes a procedure to follow with regard to staff not using their personal mobile phones while on duty. Thorough vetting and recruitment procedures are in place and ensure staff are suitable to work with children. This further assures children's safety and promotes their welfare. Management strive for further improvements to build on practice and are proactive in ensuring previous recommendations are addressed within

timescales. The manager spends time in each room observing staff practice and regular supervision and annual appraisals are undertaken. This means that management are able to address areas of staff practice and performance and to enable further support in their professional development.

Staff make spontaneous observations and formative assessments of children's individual learning. They use these to identify children's next steps and to plan activities to extend their learning and development. All staff are included in the provision's self-evaluation process and parents are asked for their opinions and ideas through parental questionnaires. Effective partnerships have been formed with local schools. Key workers meet with staff of local schools where children move on to and teachers are invited into the nursery to meet the children. This helps with the smooth transitions for children when they move on to school. However, transitions throughout the provision are not as effective. Management implement 'extra' visits to the toddler room for babies in order to meet adult child ratios and key persons do not share information about children's next steps to ease the transition process. Parents are informed of the planned visits to the toddler room, although they are not informed of the extra visits and the reason why these are taking place. Therefore, babies are not effectively supported to ensure their individual needs are fully met.

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	EY441596
Local authority	Derbyshire
Inspection number	927441
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	68
Name of provider	Springfield Farm Day Nursery Ltd
Date of previous inspection	09/07/2012
Telephone number	01457860329

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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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