

Parsonage Farm Day Nursery

Parsonage Day Nursery, Church Street, Ticehurst, WADHURST, East Sussex, TN5 7DL

Inspection date	19/09/2013
Previous inspection date	11/06/2009

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

- The leadership and management of the setting is inspirational. Staff at all levels demonstrate an exemplary knowledge and understanding of the Early Years Foundation Stage requirements. As a result, provision to safeguard children's welfare and to promote their learning and development is extremely good.
- Children benefit from an exceptionally well-resourced and welcoming environment that, together with the excellent teaching, nurtures their individual needs and provides a wealth of challenging activities and opportunities.
- Children are thriving and make excellent progress in their learning and development in relation to their starting points.
- All staff work exceptionally well as a team and are highly committed to constantly providing the very best they can for the children in their care.
- Highly reflective self evaluation accurately helps to target improvements and shape the service provided.

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 children's play indoors and outside and staff interaction with them.
- The inspector had conversations with the provider, manager, person-in-charge and other members of staff at appropriate times throughout the observations and visit.
- The inspector looked at a sample of children's progress records, planning documents, the self evaluation folder and staff handbook, sampling a selection of policies, including safeguarding procedures.
- The inspector had discussions with parents.

Inspector

Hazel Forrester

Full Report

Information about the setting

Parsonage Farm Day Nursery was registered in March 2004. It operates from a single storey converted farm building in a rural area of Ticehurst. Children are cared for in seven rooms dedicated to childcare, including a separate sleep room. Other rooms predominately used by staff include the office and kitchen. Children have access to four fully enclosed outside play areas. The nursery serves the local area and surrounding areas. It is open Monday to Friday from 8 am to 6pm, all year round. Children attend on a sessional or full time basis and the setting receives funding for the provision of free early education funding for children aged two, three and four years. There are currently 60 children on roll in the early years age range. The setting takes children from three months to five years. The staff support children with special educational needs and/or disabilities. The nursery employs a total of 17 staff, the majority of whom have National Vocational Qualification qualifications at level 3 or above. All staff are first aid trained. The nursery has access to a number of unqualified, but experienced staff to provide cover for sickness or holidays. They also receive support from the Early Years Development and Childcare Partnership (EYDCP) and The Pre-school Learning Alliance (PLA). The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- enhance the tracking of children's progress by developing a strategic overview of the progress of different groups and cohorts.

Inspection judgements

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

The highly motivated staff have an excellent understanding of how children learn. They also have a very secure knowledge of each child's individual needs. They use their knowledge instinctively to support and challenge children in their learning. As a result all children progress exceptionally well in all areas of their learning and development.

Staff use highly effective and consistent methods of assessment to monitor individual children's progress. They record children's progress in their 'learning journeys'. These also include photographs, samples of their creative work along with quotes written by staff of things that children say. Parents are actively encouraged to be involved in the ongoing assessment of their children's progress. This ensures parents and staff work together to

promote children's learning effectively. Staff collate this information carefully to plan next steps in learning which will excite, motivate and challenge the children.

The nursery environment is very impressive. The bright, colourful foyer offers a warm welcome with photographs of the children, cuddly toys, soft music, displays and a daily notice board. The nursery rooms are well designed, with areas offering vibrant colours and furnishings balanced with soft neutral shades, responding to all needs. Cosy, well stocked book corners have inviting soft cushions and little armchairs to entice children to sit and look at books or just relax and enjoy some quiet time. Creative tables are large and the storage of materials, resources and toys are easily accessible, enabling children to make independent choices in their play. The indoor environment is complemented by four outside play areas, each providing different challenging opportunities to develop physical skills such as climbing, balancing and riding bicycles. The new addition of the garden with its climbing mound, tunnel and log cabin provides a highly stimulating and motivating environment where the older children in particular, can extend their physical and imaginative skills.

Practitioners carefully observe the children and through skilful intervention and interaction successfully progress the children's learning. They join in sensitively in the children's play, fitting in with their needs. For example, when building a tall tower staff encourage collaboration. There is great excitement and anticipation amongst the group as the tower gets taller. The use of open-ended questioning by the practitioner sustains the children's concentration and encourages them to think about what they were doing. They hypothesise about what might happen if another brick is added. They started counting 'one, two, three, four, five...' before the tower leans and falls. 'Which way is it going to fall?' asks the practitioner. This creates opportunities for children to articulate their learning and greatly enhances the children's communication and language skills. Staff also work closely with outside professionals, such as speech therapists, to help them to give children the support they need. Consequently, all children are making excellent progress in their communication and language development.

The learning experiences of the older children are enriched through weekly sessions from visiting specialists, including music, football and a 'Fun Time' French session. They also enjoy cooking sessions using the low level work surface in the nursery kitchen. Children are exceptionally well prepared for their future learning. Moves from one age group room to another, and to school are well planned. This results in children feeling confident and secure as they develop new relationships and experience new situations. Excellent partnerships with parents ensure children's individual learning and development needs are met successfully. Nursery staff value the information provided by parents. In addition, parents are encouraged to contribute to their children's 'learning journeys' through the 'wow stars' which enable staff to celebrate achievements children make at home. Through daily verbal feedback and the 'learning journeys', parents are kept well-informed of their children's progress.

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

An excellent system to support children's individual care and learning means all children make outstanding progress in their development. There is minimal staff turnover and the high staffing ratios fully support children in forming strong, secure, emotional attachments. Children are happy and demonstrate high levels of confidence and self-esteem because staff promote their personal, social and emotional development very effectively. They benefit from being cared for by staff who meet their individual needs very well. Babies enjoy plenty of cuddles and reassurance when they need it, which helps them to feel safe and content, while the older children thrive on challenge and active learning.

A robust key person system is in place. Key persons work closely with parents. On entry to the nursery, great care is taken to ensure key persons have a full understanding of children's needs, likes and dislikes. This is followed by a well planned settling-in period which ensures children benefit from opportunities to become familiar with the nursery and staff. When the time comes for children to be left for longer periods they confidently detach from their parents, knowing that staff are on hand to offer reassurance as needed. Children also receive sensitive support from their key person as they move onto the next room. Children leaving to attend school are also well supported during their last term through planned activities such as circle time. The nursery has developed good links with local primary schools and reception teachers visit the nursery to meet the children prior to them starting school.

The nursery implements secure and highly effective measures to promote children's ongoing safety in both the indoor and outdoor environments. Staff are fully aware of their individual responsibilities in keeping children safe and are vigilant, while allowing the children to have sufficient risk in their play to promote challenge. They supervise the children on the climbing and balancing equipment, encouraging them to use it in different ways. They interact and join in the creative and imaginative play extending and stimulating the children's curiosity and encouraging problem solving. Risk assessments are thorough, clearly identifying possible hazards and any actions to minimise these. Children learn about safety, for example, one child is very clear about the number of children allowed on the mound in the garden, and demonstrates the importance of 'balancing carefully' when climbing the mound's steps, carefully holding her arms out to balance.

The cleanliness of the nursery is exemplary. Children's good health is well promoted. All children learn about good hygiene and understand the importance of washing their hands before eating. When asked why they have to wash their hands, one child replies, 'because there might be germs on our hands.' Routines are very well established with children enjoying healthy food at snack and lunch times. Mealtimes are calm, sociable occasions. Staff sit with the children and engage in conversations showing a real interest in what the children have to say. This time is highly productive in supporting the children in their emerging language. Staff skilfully follow the children's lead to talk about what they are interested in, giving them thinking time before reinforcing the use of more complex sentences. Staff feed babies in a reassuring and comforting way and give toddlers time to explore and taste new foods as well as encouraging them to feed themselves using cutlery. Children enjoy a varied menu of well prepared food.

Children play well together and demonstrate good levels of collaboration for their age.

Praise and positive reinforcement develop self-esteem and encourage motivation. Children behave extremely well as staff act as good role models and help children to understand how to make the right choices.

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

The leadership and management of the nursery is outstanding. The provider's and management team's vision, commitment and drive is shared and supported by all staff. This means there are high expectations and a very clear ethos and direction in the running of the nursery. The sense of enthusiasm and the desire for continued improvement is highly evident. The management values all members of staff. Their continued professional development is extremely well supported and encouraged. As a result there is a feeling of shared leadership throughout the nursery. The staff team work exceptionally well together. All members of staff readily and confidently use their initiative which impacts positively on the care and learning and development of the children.

Rigorous and robust methods of recruitment and induction ensure staff suitability to work with children. All staff have undertaken safeguarding training and have an excellent understanding of child protection. They are confident in their safeguarding role and know what to do if they have any concerns about a child's welfare. Staff demonstrate a very thorough knowledge of the nursery's policies and procedures. They implement these into their everyday practice to promote the safe and efficient management of the provision. Regular staff meetings ensure staff are kept up to date with current requirements. All staff hold First Aid certificates and have benefitted from Health and Safety training. The leadership and management team have high aspirations to ensure the continued improvement of the nursery and are now looking to develop the provision of information and communication technology resources for the children. Staff are fully involved in the self-evaluation process and planning for the future. As a result, they feel valued and morale is high.

Children benefit from an extremely attractive and exceptionally well organised nursery environment. The well thought out layout of the rooms encourages children's creative play and exploration while being supported and guided by enthusiastic and highly motivated staff. The management team actively monitor practice through observing and working alongside staff on a regular basis. This ensures staff in all group rooms provide consistently high levels of practice enabling children to make excellent progress. They also monitor the effectiveness of assessment and planning systems. The monitoring is highly effective in evaluating the support for individual children's progress but monitoring the success of educational programmes for different groups of children is not so well established.

There is a superb partnership with parents. Parents feel warmly welcomed into the nursery. They are highly complimentary about the care their children receive. For example, parents explain that their children love coming to nursery, they are very happy and have excellent relationships with staff. They state the nursery is 'brilliant', 'staff are

very kind and the children have lots of friends', 'It's a wonderful place', and 'I wouldn't send my child anywhere else'. Partnerships with others involved in children's care are well-established and further promote continuity of care for children and outstanding support for their learning.

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	EY276134
Local authority	East Sussex
Inspection number	826748
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	56
Number of children on roll	60
Name of provider	Caron Trohear
Date of previous inspection	11/06/2009
Telephone number	01580 201263

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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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