

Offerton Farm Nursery Group

Offerton Farm, Hindlip Farm, WORCESTER, Worcs, WR3 8SX

Inspection date

25/10/2013

Previous inspection date

25/01/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Children make good progress in their learning and development because staff clearly identify their current stage of development and provide activities to enhance and support their future learning needs.
- There is a strong focus on play and learning in the outdoor environment. All children explore the outdoor space with enthusiasm and excitement; this helps them to develop many new skills and supports their enjoyment and well-being effectively.
- Strong leadership and management has led to significant improvement since the last inspection. Major changes within the staffing structure has resulted in a team who work very effectively together, which positively impacts on children's experiences.

It is not yet outstanding because

- Although, children behave very well, there is scope to further extend the behaviour strategies used by staff so that there is a fully consistent and complementary approach to the behaviour management of all children.
- There is scope to further extend the very good ways of supporting parents in sharing information about their child's learning and development at home, so that a more complete picture of children's overall development is obtained.

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 with the owner, manager, deputy manager, childcare staff, and children throughout the inspection.
- The inspector observed activities both indoors and outdoors throughout the day and completed a joint observation with the deputy manager.
- The inspector looked at the children's learning records, planning documentation, evidence of suitability of staff working within the setting, a selection of policies and a range of other documentation.

Inspector

Tina Smith

Full Report

Information about the setting

Offerton Nursery was registered in 1990 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the Hindlip area of Worcestershire. The nursery serves the local area and is accessible to all children. It operates from two buildings and there is an enclosed area available for outdoor play.

The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, including three who have degrees in Early Years and Education. The nursery opens Monday to Friday from 8am until 6pm, 49 weeks per year. There are currently 75 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 children who have special educational needs and/or disabilities. The nursery received support from the local authority.

What the setting needs to do to improve further

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

- build on behaviour strategies used by staff throughout the nursery to better support children's very good behaviour
- find even more innovative ways to support parents in sharing information about their child's learning and development at home so that an even more in-depth picture of children's overall development is obtained.

Inspection judgements

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

The staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Effective levels of support are provided to ensure children have opportunities to make good progress taking into account their starting points, how often they attend and the length of time they have been attending. The nursery provides a range of activities, which children enjoy taking part in and which are entirely suitable to meet their learning and development needs. For example, sensory play is readily available for babies and creative play is accessible for older children.

The nursery gathers information from parents on induction about their child's interests,

care needs, and routines, as well as what they do at home. This information is used to plan play around the children's individual interests. Staff regularly observe where children are in their learning, assessing these in order to identify their next steps in learning. These identified next steps inform the planning of future activities, which helps to ensure they are meaningful to children and reflect their stage of development. As a result, all children are progressing well towards the early learning goals. Each child has a learning record and parents are invited to regularly review them, consequently, parents are successfully including in their children's learning. However, there is room to further extend ways of supporting parents in sharing ongoing information about their child's learning and development at home, so an even more detailed picture of children's overall development is obtained. The staff are completing the required 'progress check at age two' for each child and parents are asked to contribute to this.

Children are happy and confident. They are developing effective learning skills as they freely choose resources that reflect their current interests. For example, very young children investigate the items in the treasure baskets, touching and feeling the different textures. They enjoy making marks in gloop as well, exploring the consistency of jelly before tasting it. They are cared for in their own room, which is cosy, stimulating and safe. The room is spacious and, therefore, they can roll and crawl in a safe environment. They carefully pull themselves up and staff assist their drive to stand and walk by offering their hands for support. Babies have access to a range of developmentally appropriate toys and resources, which aid their learning and development. For example, they press buttons to make noise. Staff are caring and kind, giving lots of cuddles, support and reassurance. This genuine, warm and responsive reaction raises the babies' confidence and contributes to their overall well-being.

Children in the toddler room giggle with delight as they make patterns with shredded paper. They learn about space, shape and measure as they fill and empty containers with sand, practising over and over again. They think carefully as they build small towers with big bricks, watching with wonder when it falls down. Older children use their creativity and imagination as they use a wide range of paints, glitter and glue. They become different characters as they explore the dressing-up clothes. Staff enable children to extend their own learning by giving them plenty of opportunities to develop their own ideas. For example, during Forest School sessions, children dig and make big puddles, while others carefully and quietly look for bugs. All children have access to a good selection of books, which they handle correctly and staff happily read to the children their favourite story. Children are gaining confidence in using numbers in their play and throughout the day, for example, when getting ready for outdoor play a child declares, 'i need two wellies'.

Children's communication and language is well-promoted because staff talk to them throughout the day. To stimulate meaningful conversation staff use open ended questions, such as 'tell me about that'. In the baby room staff reinforce the sounds that children make and spend time helping older, more vocal babies to expand and develop their basic communication skills. Older children's language is developing well. They chat happily together about familiar experiences, such as the weather, what they are having for lunch and what they want to do next. This promotes the children's confidence and self-esteem, skills which help to prepare them in readiness for school.

All children are welcomed and valued. Children with special educational needs and/or disabilities are fully included and staff are skilful in recognising children's individual learning needs and supporting them to join in activities at their own pace.

Children's physical development is well-promoted. Younger children confidently climb and hide in a tunnel and others try very hard to catch a ball. The nursery has its own Forest School site where the children are provided with opportunities to explore nature and to experience play in a different way. For example, by enjoying a range of sensory experiences to include digging, mud and water, as well as problem solving resources. They understand rules, learn to take risks and to keep themselves safe as they explore this large exciting area and cook marshmallows over the fire pit. These experiences help children to learn to be sociable with others and to begin to understand about the world around them.

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

Key aspects of children's well-being are good. The environment is stimulating, well-resourced, warm and welcoming. It is planned to meet the needs of children of different ages and so, consequently, their all-round development and emotional well-being is fully supported. Resources are stored at low-level and children can help themselves, which supports their independence. Children feel secure as they happily and confidently interact with the staff. There is an effective key person system, which helps to maintain a regular two way flow of communication with parents. Children demonstrate their feelings of security as they happily interact with the staff and seek them out for a cuddle or reassurance. When children start at the nursery staff seek relevant information from parents about children's routines and care needs. They enjoy several settling-in sessions and parents are invited to stay and play, as a result, children settle well.

There are clear arrangements in place to introduce children to different rooms within the nursery and they are given opportunities to visit before moving permanently. Their learning records move with the children and, as a result, children are well-supported in this initial period in their new room. The nursery has formed good relationships with other providers and share information via telephone calls and meetings to ensure there is a consistent and complementary approach to the children's learning.

Children's health is promoted because the nursery follows good hygiene procedures and practices, which meet the children's physical, nutritional and healthcare needs. Children learn self-care skills as they are encouraged to be independent and to complete tasks for themselves. The nursery provides healthy and nutritious lunches, which are prepared offsite by a catering company and they are aware of all the children's dietary requirements. The onsite catering assistant prepares snacks and teas for children during the day. All children benefit from regular fresh air and exercise because there is a strong focus on play and learning in the outdoor environment. The nursery has lots of outdoor play areas, including the Forest School site where the children can experience things on a different scale than indoors. They can also experience first-hand the weather, the seasons and the natural environment. Children use a range of equipment to promote their physical

development. They skilfully climb and balance on the climbing apparatus, using push along toys, as well as going on nature walks and feeding the animals on the farm. This also provides children with the opportunity to take sensible risks, which helps them to learn about keeping themselves safe.

Children behave well because staff are good role models and give clear instruction as to what is acceptable behaviour and children are reminded to be kind, share and take turns. However, there is scope to further extend the very good behaviour strategies used by staff so that there is a fully consistent and complementary approach to behaviour management by all. Staff give a high priority to keeping children safe. Children are well-supervised, nevertheless, staff manage to allow them space and freedom to investigate their surroundings, as a result, they explore their secure environment freely and with confidence.

Children are well-prepared for the next stage of their learning because staff give careful consideration to preparing them for school. Parents are involved in the transition process and are encouraged to discuss their concerns regarding the move. The nursery has good partnerships with a number of local schools and the reception teachers are invited to the nursery so that they can observe the children in their own environment. Local authority transition records are completed; as a result, the transition between nursery and school is a positive experience for the children.

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

The arrangements for safeguarding are good. The safeguarding policy and procedures are embedded into practice and fully understood by all staff. Therefore, in the event that an allegation is made against a member of staff, the nursery use the procedures set out in their policies and the appropriate agencies are informed in a timely manner. All staff working within the nursery have completed safeguarding training and are aware of the known indicators of abuse. Consequently, they are well-informed of the action that they would take in the event of a concern about a child attending. The manager and deputy are lead practitioners responsible for safeguarding and have attended a child protection training course to the level required by the Local Safeguarding Children Board. Staff regularly discuss safeguarding procedures at staff meetings, including whistle blowing and the supervision of children.

Children are protected in the event of having an accident or being ill. This is because all staff have current first aid certificates and, therefore, are up-to-date in the knowledge and skills needed to deal with these instances. Recruitment procedures are robust. All staff are checked thoroughly before being employed and induction procedures and probation periods are implemented for new staff. Appraisals are used to assess staff's ongoing suitability, as well as to identify any areas for professional development. Regular meetings take place between the management team and staff to review nursery practice,

consequently all staff are reflective practitioners.

Staff have a good understanding of the learning and development requirements because since the last inspection they have attended training to include understanding the observation, planning and assessment process, as well as the key person role. As a result, key persons are planning purposeful play around the children's interests and providing challenging next steps for each child; consequently, children make good progress in their learning.

The management team are reflective practitioners who understand the importance of monitoring the educational programme. Since the last inspection, professional development has been given a high priority and staff are encouraged to continue their development by attending regular training, for example, behaviour management. The actions and recommendations raised have been fully addressed and there are action plans in place for each room to ensure continuous improvement.

The nursery welcomes advice from other professionals, including the local authority and implements changes that are suggested to enhance their practice. They work closely with all who are involved in shared care of the children. Partnerships with parents are good. Key persons spend time with parents at the beginning and end of the day discussing their child's needs and achievements. Consequently, parents are kept well-informed about their children's progress. Parents' comments during the inspection show they are happy with the care and education offered to their children. They remark on the friendly staff and how their children love attending. Overall, children are happy, settled and enjoy the time they spend within the familiar environment.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	205227
Local authority	Worcestershire
Inspection number	937749
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	135
Number of children on roll	75
Name of provider	Rosemary Sarah Weston
Date of previous inspection	25/01/2013
Telephone number	01905 757779

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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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