

Old MacDonalds Childrens Day Nursery Ltd

Manor Farm, Lockington Road, Lund, Driffield, North Humberside, YO25 9TG

Inspection date	01/11/2013
Previous inspection date	06/03/2013

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 a secure knowledge and understanding of how children learn. They provide a varied range of developmentally appropriate activities that lead to children making good progress in their learning and development.
- Staff are competent and confident at providing a programme of purposeful activities that fully includes all children.
- Children are encouraged to be active in the superb outdoor area. They are involved in a wide range of activities that promote their good understanding of the benefits of adopting a healthy lifestyle.
- Concerns, accidents or incidents are analysed and used to inform and shape risk assessment procedures. This ensures a safe environment for children by initiating positive adult action to reduce and eliminate risks or hazards.

It is not yet outstanding because

- Independent access to books is sometimes limited because many of the setting's varied range provided for children aged between three to five years are placed out of reach.
- Not all staff consistently provide children with full and meaningful explanations to help them gain a better understanding of their behaviour and how their actions affect others.

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 conducted a tour of all of the areas children use, in the nursery and outdoors, accompanied by the deputy manager.
- The inspector spoke with children, staff, a parent, the manager and the owner.
- The inspector observed staff, babies and children during a varied range of indoor and outdoor activities.
- A discussion and joint overview of activities taking place in the pre-school room was carried out by the inspector and the manager.
- The inspector held a meeting with the manager and the owner of the nursery.
- The inspector looked at a range of documents, including evidence of staff's suitability to work with children, the self-evaluation record, a sample of children's files, policies, procedures and other records.

Inspector

Jackie Phillips

Full Report

Information about the setting

Old MacDonalds Childrens Day Nursery Ltd was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises located in the rural village of Lund, near Beverley and Driffield, in the East Riding of Yorkshire, and is privately owned and managed. The nursery serves the local and surrounding areas and is accessible to all children. There are enclosed areas available for outdoor play.

The nursery provides care Monday to Friday, from 7.30am until 6pm, closing on Bank Holidays and for a week at Christmas. Children attend for a variety of sessions. There are currently 49 children on roll, 46 of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3. This includes one member of staff who holds a degree, and two who are in their final year of completing a degree. One member of staff is qualified at level 4. In addition, there is a nursery cook. The nursery is a member of the National Day Nursery Association.

What the setting needs to do to improve further

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

- consider how to more effectively provide the older children with increased independent access to the varied range of books available in the pre-school room
- encourage staff to more consistently provide children with full and meaningful explanations so they are better informed about the effect their actions have on themselves and others.

Inspection judgements

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

Staff have a secure knowledge and understanding of how children learn and develop and, as a result, all children are making good progress towards the early learning goals. The quality of teaching is good because staff have high expectations of children. They plan and

provide a varied and interesting range of developmentally appropriate activities, across all areas of learning, that take place indoors and outside. This helps babies and children make systematic progress in their learning and development. Staff place a sharp focus on helping children acquire excellent communication and language skills, and on supporting their physical, personal, social and emotional development. This helps to form a secure basis for learning and supports babies and children to develop in confidence and independence in readiness for school. Children with English as an additional language are well supported. The manager discusses with parents the benefits of sharing information about their culture and words to support children's and babies' language development.

Staff complete regular observations of children, which they record, share with parents and store in individual files. Staff use information they gain from their observations and discussions with parents and colleagues to provide them with a clear picture of each child's individual learning and development needs. They assess each child's progress across the seven areas of learning and make regular checks to ensure that each child is working comfortably within the typical range of development expected for their age. This means that extra adult support can be quickly provided or professional advice, support or guidance sought to ensure each child continues to make progress and does not get left behind.

There is a secure key person system in place that helps build warm, friendly and trusting relationships with children and parents. Children show that they feel secure by being able to approach staff confidently. They eagerly take part in activities and show a strong desire to learn. Staff support children with special educational needs and/or disabilities, and ensure all activities and routines are fully inclusive. Staff are competent at adapting activities to meet the needs of the different age ranges of children. A 'blue bag' activity, aimed at two- to three-year-olds, is a huge success. Children are excited, highly involved and motivated to learn. They practise, learn, repeat and refine a number of skills. For instance, speaking, listening, concentrating, decision making, sharing, turn taking and making connections. This shows staff are confident at providing purposeful activities that help learning to be sustained while children enjoy their time and learn in different ways.

High regard is given to supporting babies and children to learn in different environments and through wide, rich experiences. For example, children's learning benefits from exposure to the contrast between the welcoming indoor environment and the superb outdoor play areas, and taking part in walks around the local community. Children regularly visit the weekly, community coffee morning group that meets in the village hall. They visit garden centres, feed the ducks at the local pond and spend time choosing books and listening to stories at the mobile library. They have recently been invited to help plant a number of trees around the village and have helped to hand rear a calf that belongs to the adjacent farm. They get involved in the village's annual local produce show by entering pictures they have created and home baking treats. Children frequently walk around the farm to observe and handle the range of animals. This means they play a very active part in their learning and benefit from high involvement in a wide range of practical, first-hand experiences, while providing excellent links to the surrounding community.

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

All children use a broad and stimulating variety of toys and equipment, indoors and outside. Staff display the majority of the toys and resources in ways that help babies and children to make independent choices and decisions, for instance, on low shelving and child-height drawers. The nursery has a wide and varied range of books for all babies and children to use. However, independent access to books for three- to five-year-old children is limited because many of the setting's diverse range are placed quite high on a shelf and out of reach. The walls of each of the playrooms support all children's learning by providing information about, for example, letters of the alphabet, numbers, shapes and colours. This means the play environment is conducive towards children's learning.

The outdoor area that all children have frequent access to is a superb, natural learning environment. For example, children have large rubber tractor tyres to use and a 'mud kitchen' to investigate. They listen to stories on a rug placed on the ground under the trees, and have grown and harvested a number of fruits and vegetables. Some of the produce is used in the nursery kitchen by the cook to contribute towards her healthy snack and meal menu, and some is taken home to share with family members. The large pumpkins children have grown have recently been used as part of the Halloween theme of events. There is equipment for children to use to climb and balance so they learn how to manage some risk taking with adult supervision. Children laugh heartily as they speed down the slide and end up in the large pile of autumn leaves gathered at its foot. This demonstrates that staff are helping children to learn about the benefits of being actively involved through a wide and varied range of outdoor pursuits that promote an understanding of adopting a healthy and energetic lifestyle.

The baby room has a calm atmosphere, which helps the youngest children to feel safe, secure and confident. They have very good access to the toys and equipment, which are placed mostly on the floor but with some at different, low heights to encourage the less mobile babies to develop mobility skills. Babies are helped to learn through their senses. For example, they play with fine, dry sand and cooked spaghetti to help them learn through their sense of touch. Outdoors a number of familiar kitchen utensils are hung on the fence to form a line so that babies can use them in different ways and listen to the sounds they make. A large range of interactive toys are readily available encouraging the youngest children to push, lift, twist or turn. This helps to foster an interest in equipment and develops early skills children will later use that are linked to everyday information and communication technology that they will need as part of their future learning.

Babies and children are introduced into the environment sensitively as part of the transfer process into nursery, each room and ultimately on to school. This is carried out with the full cooperation of parents, which helps the process to be carried out as smoothly as possible. Parents are encouraged to share information with staff, especially their child's designate key person, to enable them to meet each child's individual needs well.

Children are supported to learn about personal safety by, for instance, routinely practising the evacuation procedure so they know what to do in an emergency, and through spontaneous conversations with staff. However, there are times when some staff do not provide children with full and meaningful explanations to help them gain a better understanding of their behaviour or how their own actions might affect others.

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

There are effective safeguarding arrangements in place. All staff attend safeguarding training and confidently know the action to take and whom to contact if they have any concerns about a child's welfare or well-being. Written safeguarding procedures and national and local guidance are in place, including the nursery's safeguarding policy and risk assessments. The manager carries out a regular analysis of any accidents or incidents that occur to inform and shape risk assessment procedures. This ensures a safe environment for children by initiating positive adult action to reduce and eliminate risks or hazards.

The inspection took place following an investigation carried out by Ofsted relating to the use of a photograph of children engaged in a learning activity displayed on a public, social networking site. The inspection, following the investigation by Ofsted which resulted in no action to be taken, found that the owner of the nursery and the senior management team acted swiftly and responsibly in response to the concern that had been raised. They have improved how photographs of children they intend to use on the nursery's designate page on a social networking website are routinely shared with parents to ensure they have their full consent before use. They have adapted their written safeguarding policy and procedures regarding the use of cameras and taking photographs in the nursery to reflect this. They have also ensured that all staff are fully aware of their responsibility to protect the privacy of children through holding meetings and gaining their written consent to uphold this. The nursery is very secure and prevents entry from unauthorised adults or children leaving unsupervised. Visitors to the nursery are not left unsupervised.

There are secure systems in place to monitor the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. This includes robust recruitment and induction systems and the checking of staff's suitability to work with children. This process also applies to students from local colleges who attend the setting from time to time. The manager leads a well-qualified staff team. She leads by positive example and regularly works alongside her staff, enabling her to assess their performance and monitor the educational provision for children. Since her promotion earlier this year, she has improved a number of operational routines. In particular, she has been resourceful to reduce the amount of time staff spend completing paperwork, resulting in increased adult time spent with the children. Staff are well supported to fulfil their responsibilities to meet requirements. An established programme of professional development helps staff improve their knowledge, understanding and practice through access to training, regular staff meetings and appraisals. This makes sure staff are confident and competent as they strive towards maintaining good standards of care and learning for children.

Staff are committed to forming effective working partnerships with parents and other professionals. The nursery has formed close links with a number of schools in the area and with health colleagues and partners at the children's centre. This benefits children as they move into school or attend other settings. Two recommendations raised at the

previous inspection have been well met. As a result, there are more opportunities for the pre-school children to recognise and write their own names, and the self-evaluation system is clearer about the nursery's priorities for improvement. Parents and children are invited to contribute towards the plans for improvement of the nursery. Those spoken to during the inspection were very complimentary. They said they found staff to be friendly and approachable and felt they were kept very well informed and updated about their children's care, learning and progress. In particular, they felt they were well informed about how to continue children's learning at home, and especially to support their speech and language development. Parents feel that their children are ready and very well prepared for school. They say they settle in the nursery 'quickly' and make 'rapid' progress.

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	314688
Local authority	East Riding of Yorkshire
Inspection number	937467
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	49
Name of provider	Old Macdonalds Childrens Day Care Nursery Ltd
Date of previous inspection	06/03/2013
Telephone number	01377 217981

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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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