

Munns Farm Day Nursery

Munns Farm Day Nursery, Munns Farm, Cole Green, HERTFORD, SG14 2NL

Inspection date	13/11/2013
Previous inspection date	07/03/2011

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		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

- The well-established key person system enables children to display strong bonds and attachments to the staff. This promotes their feelings of safety and emotional well-being.
- Children settle quickly into the nursery and smoothly move between rooms when they are ready. They show high levels of independence and confidence.
- Parents say they have a high regard for the nursery. They are fully included and consulted about all aspects of the nursery and their child's progression and learning.
- Staff effectively promote children's language through conversation, sign language and pictorial clues. This enables children to develop their language and communication at expected levels for their age.

It is not yet outstanding because

- There is scope to expand the implementation of revised observation, assessment and planning systems across all age groups within the nursery to ensure that the high quality teaching extends to all children.

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 looked at the resources and equipment provided and how effectively they are organised to support children's play and learning.
- The inspector spoke to staff and interacted with children throughout each of the eight rooms within the nursery.
- The inspector examined a selection of information and documentation relating to the children's safeguarding, welfare and developmental progress. This included staff suitability.
- The inspector and a manager jointly observed and discussed staff practice and the impact on children's learning.
- The inspector held meetings with the owner and managers of the nursery.

Inspector

Susan Parker

Full report

Information about the setting

Munns Farm Day Nursery, was registered in 2007 and is on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It operates from two large converted farm buildings in the village of Cole Green near Hertford in Hertfordshire. The nursery is privately managed and is accessible to all children. There are enclosed areas available for outdoor play.

The nursery employs 58 members of childcare staff. Of these, 54 hold appropriate early years qualifications at level 2, level 3 and above, including one with Qualified Teacher Status.

The nursery opens Monday to Friday, all year round, from 7.30am to 6.30pm. Children attend for a variety of sessions. There are currently 228 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- expand the improved systems for planning and assessment across all the nursery to ensure that the high quality teaching extends to all children.

Inspection judgements

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

Children at this nursery are making good progress in their learning and developing in-line with expectations for their age. This is because, staff observe and assess the progress that children make on a regular basis. Staff demonstrate a good knowledge and understanding of the Statutory framework for the Early Years Foundation Stage, with regard to the educational programmes. They consistently provide children with interesting and suitable opportunities for them which are based on their interests and are effectively challenging. However, for a few children, their next steps in their individual learning are not clear for all staff to follow. This means that some children are not always receiving sharply focussed, high quality teaching. For most of the children, their individual next steps are clear, enabling all staff who interact with those children, to have a clear understanding of the focus for learning for each child.

Children's speech and language skills are progressing well because staff use a good range of techniques to promote this. For example, all children, including those with English as an additional language, are encouraged by staff who repeat words, model appropriate use of language and translate, where required. This means that children who are learning to speak English are able to communicate effectively with staff, where required. Good use of sign language and pictorial clues also enables children with special educational needs and/or disabilities to communicate appropriately. Children participate in daily opportunities to develop their physical skills as they access a good range of equipment inside and out. Additionally, they are encouraged to learn about colour shape and height, for example, as they construct towers from coloured building blocks. Children explore sand by pouring and filling different size and shape containers. Their personal, social and emotional development is very well supported as staff ensure that children are increasingly able to dress and toilet themselves, share and co-operate with each other and develop good levels of confidence and self-esteem. As a result of staff praise and good support, children are making very good progress in their self-help and social skills. This is effective in enabling children to be well prepared for the next stage in their learning and eventual progression onto full time school.

Information is obtained from parents as soon as children start at the nursery. This is effective in supporting staff to build children's individual baseline assessment from which their progress is recorded. All members of staff work closely with parents to establish very effective links. Parents are regularly provided with ideas to extend their children's learning at home. This ensures that good relationships are built and children's learning and achievements are shared. In addition, children's progress is shared with parents through their learning journey records, daily discussions and regular parent consultation meetings.

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

Children show they are happy and settled in this warm and welcoming nursery. They settle quickly because key persons have formed strong and secure bonds with their key children. They clearly know the children well and provide activities which are based on children's interests. Therefore, children are eager to join in with play opportunities. They are developing very good personal, social and emotional skills, which results in children displaying good levels of emotional well-being as a direct result of their good emotional attachments. Parents are consistently engaged and involved in their children's care needs. For example, babies routines are consistent with home and their progression onto weaning, toilet training and moving onto new rooms, are made in full partnership between the parents, key person and the management.

Children's behaviour is good and appropriate to their age and understanding. Staff work closely with parents and each other to ensure that children receive clear and consistent messages about behaving appropriately. As a result, children increasingly display acceptable ways in which to behave. They show that they understand safety rules and are aware of their own and their friends' personal safety. For example, during sand play, children show that they understand the consequence of throwing sand is that it may get in your eyes. The staff provide a wide range of high quality, interesting and stimulating

resources which children choose from. Children show that they cooperate and interact with each other, using their imaginations as they create their role play in the home corner. They welcome staff participation as they join in, asking children about the play food and taking the opportunity to extend their understanding of healthy eating. Children show they understand that fruit is healthy and that biscuits are for an occasional treat. In addition, staff encourage children to be kind to each other, to share and take turns, promoting their social skills.

Children have regular opportunities for outside activities as they use their own age-appropriate outside area. Children participate in a varied range of physical activities from trundles to pedal bikes, climbing, balancing and running on the suitably maintained safety surfaces. During the times when children leave their allocated room, they all hold onto a walking lead. This routinely gets children used to following safety procedures every time they leave their room. Children show they understand this procedure and are developing a good sense of personal safety. Children learn about the importance of being healthy because staff make good use of incidental opportunities to support their learning. For example, groups of children work together in role play as doctors and nurses helping their 'patient'. Staff skilfully ask appropriate questions encouraging the children to think and respond as part of their play, talking about what the instruments in the doctors kit are for and being kind to their 'patient'. In addition, children are provided with a good range of healthy snacks and meals. All allergies and dietary preferences are securely known to ensure that children only eat food that is healthy for them. Special individual diets are known and carefully recorded each day, which ensures that children's well-being is very effectively met.

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

Children are safeguarded because staff have high regard for protecting their well-being. Safeguarding and welfare requirements are met because appropriate checks on adults are carried out and children's safety is closely monitored. For example, the recruitment of staff is robust and includes checking references as well as a Disclosure and Barring Service check being completed. Robust procedures, daily risk assessments and staff vigilance ensure that children are protected. Any accidents, incidents, possible risks and any complaints received are dealt with swiftly and responsibly. Staff have a detailed knowledge of their responsibilities and the procedures to follow should they have any concerns about a child. The manager responsibly notifies Ofsted of any incidents or reportable accidents, and takes swift action to make improvements. All members of staff receive regular monitoring and observations of their practice. This enables the managers to ensure that staff practice is of good quality at all times. Regular supervision meetings and staff appraisals ensure that managers identify the strengths and areas for development in staff practice. The managers and staff reflect on and monitor the already good implementation of the learning and development requirements. This ensures that all children receive good quality learning and make good progress based on their starting points.

Staff qualifications and the deployment of staff are both good and ensure that the

supervision of children, through maintaining the required ratios, is appropriate at all times. The owner and managers have recruited and retained a dedicated staff team who are well qualified. As a result, the quality of the learning environment is very good. Staff complete a suitable induction programme; they have regular supervision meetings which ensure that their own professional development needs are supported. The managers have high aspirations for the nursery and provide good systems to evaluate their already good practice.

Very effective partnerships and links between the nursery, parents and external agencies ensure that children's needs are quickly identified and fully met. A parents forum ensures that the views and ideas of parents are fully involved in decision making within the nursery. The confidential sharing of clear and accurate information about the children and the collaborative response from all adults is successful in supporting all children to achieve. Partnerships with other agencies, such as, speech and language therapists are promoted to ensure that children benefit from working together to promote their learning and development. Additionally, links with other settings delivering the Early Years Foundation Stage, are good. Through self-evaluation and seeking the views of staff, parents and children, managers identify areas for improvement, and organise these into effective action plans. For example, improvements to the planning of children's next steps has begun to be implemented in most, but not all age groups. This means that a few children are not as exceptionally well supported in their learning, as others.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY342102
Local authority	Hertfordshire
Inspection number	940325
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	172
Number of children on roll	228
Name of provider	Linda Louise Shaylor
Date of previous inspection	07/03/2011
Telephone number	01707 392999 or 07939 409574

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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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Piccadilly Gate
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