

# Hazles Farm Day Nursery

Hazles Farm, Hazels Road, Shawbury, Shrewsbury, Shropshire, SY4 4HE

<b>Inspection date</b>	12/05/2014
Previous inspection date	28/05/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 quality of teaching and learning is good because staff engage children's lively and enthusiastic interest in a broad range of stimulating activities and experiences, both indoors and outdoors.
- Safeguarding procedures are robust as the manager conducts a rigorous recruitment procedure, which includes vetting checks to ensure that all staff are suitable to work with children.
- A comprehensive and effective key person system takes into account children's individual specific needs and requirements. As a result, children are very happy and settled in the welcoming nursery. This enables children to confidently explore the environment as their emotional well-being is very well supported by staff.
- Good partnerships with parents are established from the onset of placements. This ensures that effective information sharing takes place to meet the changing care needs of individual children.

### It is not yet outstanding because

- Staff do not always use visual prompts effectively, such as picture cards, to fully promote and extend pre-school children's writing skills.
- There is scope to further develop children's independence skills, for example, by enabling children to prepare food themselves at snack time and set the table.

## 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 activities in all three rooms.
- The inspector spoke with the manager and staff during the course of the inspection.
- The inspector interacted and spoke with the children during the inspection.
- The inspector examined a range of documentation, including staff suitability, recruitment procedures and risk assessments.
- The inspector carried out a joint observation with the manager of the nursery on a planned activity.
- The inspector took into account the views and comments from parents spoken to on the day.

## Inspector

Lesley Bott

## Full report

### Information about the setting

Hazles Farm Day Nursery opened in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from three converted farm buildings situated in a rural location near Shawbury, North Shropshire. Facilities include a before and after school club and holiday provision for children up to the age of 11 years. All children share access to outdoor play areas. The nursery opens five days a week from 7am until 7pm all year round, except Bank Holidays. Children attend for a variety of sessions. There are currently 135 children on roll, 85 of whom are in the early years age range. The nursery receives funding for the provision of free early years education for two-, three- and four-year-olds. There are currently 19 staff working directly with the children. Of these, one holds Early Years Professional Status, one is a Montessori teacher, one hold an early years qualification at level 6, one holds level 5 and 11 hold level 3. The nursery receives support from the local authority. It adopts a Montessori education approach and the forest school ethos.

### What the setting needs to do to improve further

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

- extend opportunities for pre-school children to promote their writing skills, for example, by using visual prompts to be able to see and write their full name
- build on staff's existing supportive practice to help children within toddler room to develop their own personal skills during snack and mealtimes, by creating opportunities for them to prepare snacks and set the table.

### Inspection judgements

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

Staff have a clear understanding of child development and fully understand how children learn. As a result, the quality of teaching is good and staff are fully committed to supporting children to make progress in their learning and development. This is achieved through a broad range of stimulating and fun activities provided by staff throughout the nursery. As a result, babies and young children freely explore their environment. They are able to develop their sensory awareness as they investigate with a variety of natural and household materials, such as treasure baskets, and time spent in the sensory room. Older children show a high interest in their home skill activities within the Montessori room, which provides opportunities for spontaneous child-led creativity. They use the tools and equipment to pour and funnel water into different containers, and staff talk with them about floating and sinking objects. This helps to stimulate their ability to use equipment and resources, as well as communicate their thoughts and feelings. Key persons skilfully

observe, assess and evaluate children's progress, taking into account what each child knows and can do. This information is successfully used to inform the next steps and planning so that each child makes good progress towards the early learning goals. Staff use effective teaching methods overall to support and develop children's skills. They ask prompting questions to encourage children to think and enable them to learn how to solve problems. For example, turning pieces of jigsaw pieces around to fit into the space. Staff use skilful questioning as they ask children 'What might happen?' when playing in the cornflake or jelly play to explore different textures. Consequently, children build confidence and develop good communication and language skills. This helps to support children to gain the skills, abilities and attitudes they will need in the next stage in their learning. However, staff do not always extend opportunities for older children with use of visual prompts and picture cards, to develop their writing skills in being able to practise writing and seeing their full name.

There is a strong focus within the nursery on the importance of outdoor play. As a result, all children have daily opportunities to be physically active in the exciting outdoor area to enhance all aspects of learning and the natural world. Children also have regular opportunities to attend the Forest School, and staff and children talk excitedly about the activities they enjoy there, including making shelters and looking for bugs and insects. These experiences also allow children to explore and enjoy the thrill of taking risks within a controlled environment. For example, building campfires and toasting marshmallows to eat. Staff also support children's communication and language development effectively and provide daily speaking and listening activities that are well matched to children's developing abilities and interests. Staff confidently interact and talk with children at their level. As a result, children's speaking and listening skills are developing well and children are extremely confident and expressive when talking to each other and adults. For example, children take centre stage to sing to the group on their own, as staff encourage them to build on their confidence and self-esteem. Role play is a particular favourite of many of the children. Staff respond to this by providing resources, indoors and outdoors, to support this type of play, including a home corner and a mud kitchen. As a result, children are very expressive in their play and confidently take on different roles. For example, they look for animals around the room while on their outing to the zoo, using their binoculars to find the lions and elephants.

Parents are actively encouraged to share their knowledge of their children when they start. This information is used, together with staff's initial observations, to ensure that they have a good understanding of all children's starting points. Staff use early years assessment tools, such as the progress check at age two, effectively to identify where there are possible gaps in children's development. This ensures that early support is provided for individual children when additional help is needed. Children's daily communication books, alongside informal discussions, enable parents to have a clear insight into what their child has been doing while at nursery. Staff also provide parents with opportunities to become involved in their child's learning through activities, such as 'letter of the week', and sharing activity ideas that they can do at home.

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

Staff create a warm and welcoming environment to help children and their families feel settled and comfortable. As a result, children separate happily from their parents and settle quickly into the nursery. A highly effective key person system ensures that children are able to build strong attachments with their allocated staff member, which helps to build on and support children's emotional well-being. Parents comment on how approachable staff are within the nursery, being able to talk to them about any issues as they are reassured about their child. Staff gather information about children's likes, dislikes and daily routines on entry, and use this information to promote continuity and consistency of care. Reception teachers from the local schools in the area also visit the children in the pre-school room to get to know them and help with the move to school.

Healthy lifestyles are promoted effectively as children have the opportunity to be outside on a daily basis. They know how to stay healthy as they wash their hands at appropriate times during the day, such as before snack time and after messy play. Weekly tennis sessions for older children help increase their enjoyment of staying healthy and build on the awareness of exercise and moving on their bodies. Children's good health is promoted as they are provided with healthy snacks and meals. They have opportunities to develop their independence skills, pouring their own drinks and helping themselves to fresh drinking water throughout the day. However, there is scope to improve children's independence skills further, particularly in the toddler room, by providing them with opportunities to help with the preparation of food at snack time and setting the table for meals.

Children learn to understand about their own safety effectively as staff reinforce the importance of listening skills when outdoors in the forest school and storing equipment indoors. Children know and understand the daily routine as they recognise the special tidy-up music and start to put toys and resources away without any support from staff. Pictures and text on boxes and shelves help indicate to the children where equipment goes as they work well together. This daily routine and structure helps children to move effectively on to the next stage in their learning in readiness for school. Children's behaviour is good and they are encouraged by staff to use good manners as they are given clear boundaries. Staff remind them to say 'please' and 'thank you' at mealtimes, and children understand the rules for being together, such as turn taking and sharing resources. Staff are very positive role models, modelling respect for each other. Consequently, children display positive behaviour which includes helping each other, saying 'sorry' and giving big hugs as they develop an understanding of their actions. Children participate in varied activities and events throughout the year which help them to learn about people and communities and their own and other cultures, beliefs and traditions. This helps them to value diversity and difference.

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

Staff demonstrate good knowledge and understanding of safeguarding procedures. They confidently describe what signs and symptoms to look for and what action to take if they are concerned about a child's safety and well-being. Policies and staff appraisals are updated annually and safeguarding is regularly an agenda item for staff meetings. This

successfully secures staff's understanding of safeguarding and all other procedures. All staff employed by the nursery hold a relevant, updated Disclosure and Barring Service check to ensure their suitability and to ensure children's safety. In addition, robust recruitment and induction processes help ensure that all staff are suitable to work with children. Effective risk assessments of all areas help to identify potential hazards to minimise risk to children. This ensures that the safeguarding and welfare requirements are effectively met.

All of the actions from the previous inspection have been promptly addressed. Consequently, the provider and manager have significantly improved the outcomes for children. For example, children's safety is a priority as staff ensure that they are well supervised at all times as entrances and the perimeter fence to the premises are secure. Staff professional development is prioritised, and as a result, the nursery retains highly qualified, skilled and experienced staff. Staff have regular opportunities to attend training in relation to their roles and responsibilities, and all staff now hold a current first aid certificate so that they have a clear understanding of the procedures to follow in the event of an accident or emergency. Self-evaluation is a continual process that is engaged in by all, including children, parents and staff. This ensures that improvements are targeted and are focused on aspects that will bring about the most impact for children. For example, the manager values parents' comments, and following the last inspection has also introduced a suggestion box as another way to gather parents' views. The manager fully understands the learning and development requirements of the Early Years Foundation Stage. In addition, the registered person has appointed an overall quality manager for consistency across all the settings and appointed a new manager to the nursery. Contingency plans are in place to ensure that staff are aware of their roles and responsibilities to ensure the smooth running of the nursery in the absence of the manager. Thorough supervisions and appraisals take place on a regular basis to ensure that staff have opportunity to reflect on their own practice and identify areas for improvement. In addition, regular opportunities for peer observations are in place for all staff to share their expertise and learn from each other through honest and critical reflection. Staff are motivated and fully committed to their work and this is reflected in their enthusiasm and the enjoyment they show in their roles.

Partnership with parents is strong. Information shared during collection time and at regular parents' evenings is acted upon appropriately. This supports the drive for improvement. For example, staff share information through regular newsletters, progress reports and children's learning journals. Staff actively engage parents in supporting their child's learning at home and contributing to the assessment processes. As a result, parents know what their child is doing at nursery and how they are progressing. Parents state that they are very happy with the nursery and recommend it highly to friends and family. The nursery has strong links with other professionals and local early years providers in order to support children with special educational needs and/or disabilities. The close partnership working with other professionals ensures that children's needs are identified and they are effectively supported to make good 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	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

<b>Unique reference number</b>	508021
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	925896
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	116
<b>Number of children on roll</b>	135
<b>Name of provider</b>	Hazles Farm Childcare Ltd
<b>Date of previous inspection</b>	28/05/2013
<b>Telephone number</b>	01939 250234

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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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