

# FUN FARM DAY NURSERY

Fountain Court, Darwin Drive, New Ollerton, NEWARK, Nottinghamshire, NG22 9GS

## Inspection date

Previous inspection date

04/06/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 are safeguarded effectively. This is because staff have completed recent training enabling them to have a secure understanding of their roles and responsibilities and follow effective procedures to protect children.
- Effective leadership and the management team ensure the quality of service provided for children and their families is of a high standard because they are enthusiastic and are good role models for staff to follow.
- Children are making good progress given their starting points. This is because staff have a good understanding of how children learn through play and implement effective teaching skills to further enhance children's learning.
- Staff have worked hard with parents to ensure attachments between themselves and children are secure. As result, children are settled, happy and supported well in their overall care, learning and development.

### It is not yet outstanding because

- On occasions, some staff in the early years room do not always make the best use of organisational skills to sustain younger children's interest during singing time to develop their listening and interactive skills.
- Children's already good language skills are not always maximised because staff sometimes miss the opportunity to encourage children to describe in more detail how sensory activities sound and feel and describe shapes of construction materials.

## 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 manager and the staff and interacted with the children at appropriate times throughout the inspection.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled a selection of documentation, including staff suitability checks, documents relating to children's welfare and learning and written policies and procedures.

## Inspector

Judith Rayner

## Full report

### Information about the setting

Fun Farm Day Nursery was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Ollerton area of Nottinghamshire and is one of two settings which are privately owned. The nursery serves the local area and is accessible to all children. It has an enclosed area available for outdoor play. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, one at level 5, one at level 6 and one who is unqualified. The nursery opens Monday to Friday all year round and is closed for one week at Christmas and all public bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 55 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

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

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

- review the way staff organise some group activities to sustain younger children's interest and enhance their listening and interactive skills
- maximise children's already good language skills during sensory and construction activities.

## Inspection judgements

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

Children are making good progress given their starting points. Staff understand and effectively use information from parents, which contributes to successful planning of a good range of activities to enhance all children's development and support their next steps in their learning. Staff implement good teaching skills in practise. Furthermore, they have a secure understanding of child development and knowledge of the learning and development requirements. From the outset, staff observe children during their play and successfully track each child's individual progress. They frequently liaise with parents, keeping them informed of their child's progress through discussion. They also provide daily diary sheets with recorded information about what the child has been playing with and aspects of their overall personal well-being and routines. Children's progress is recorded in their own development file, supported by colourful photographs and clearly identified next steps in their learning. More structured meetings are held with parents, enabling all those involved with the child to share how well children are progressing, with further ideas for parents to continue to support their child's learning at home. Staff provide good activities to help children develop the necessary skills to prepare them in readiness for school. For

example, children participate in more structured activities relating to their mathematical and literacy skills. This also helps them develop good concentration skills.

Children in the early years room are active learners and engage in their play well. They explore with confidence by themselves or with their friends. Children enjoy building with construction, they name the colours and help their friends build towers. Children also enjoy exploring with differing textures, such as jelly. However, during these activities staff do not maximise children's already good language skills to describe how textures feel, sound or smell or talk about the shapes of construction bricks. Staff are mostly skilled in their organisational skills to support children's learning. However, on occasions they do not always make the best use of these skills to sustain younger children's interest during singing time to develop their listening and interactive skills. For example, just before lunch, some younger children move away from the larger group of children within the structured activity and start exploring other areas of the room or wander around. Children enjoy dancing to music as they enhance their large muscle and coordination skills. Staff praise children on their achievements clapping hands to which children positively respond by clapping and giggling.

Outside, the older early years children play cooperatively very well. There is an air of activity as they agree to use crates turning them upside down and line them up to make a walk-way. They take it in turns to carefully walk across the line using their muscle control and balancing skills well. Children also help one another by holding their hands out to help each child jump off the end safely. Children care for one another and are forming strong friendships. Inside, children manipulate dough, squeezing, poking and rolling the dough while enhancing the small muscle skills to develop their literacy skills during making mark activities. Staff demonstrate effective teaching skills by actively involving children in their own planning. For example, children show an interest in 'people who help us' and request a visit from the police department. Staff enthusiastically arrange this and children eagerly make police badges for when the officers arrive. Babies have a fun time. They explore treasure baskets, enhancing their sensory skills, look at books to support their literacy skills and kick and throw balls while developing their large muscle skills. Staff work sensitively with babies by physically and verbally supporting them during their play. For example, good teaching skills are apparent while sharing a book. Babies sit on the knee of a staff member and help to turn the pages and find various objects at her request. Staff praise babies in their achievements which encourages babies to continue in their play, smiling and gurgling evidencing their enjoyment. They enjoy singing time recognising several favourite nursery rhymes and move their bodies according to the instructions in the rhyme. Staff enthusiastically engage babies by using a good range of props, such as a singing sack containing a variety of picture cards and objects for babies to pull out selecting their favourite rhymes.

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

The key person system works well ensuring children have appropriate time to settle and then move on to their next stage in their learning smoothly. For example, when children move between rooms parents are consulted and children are given settling-in times

according to their individual needs. Secure attachments are in place between children and their key person some of which are well-established. Staff value parents input from the start and during their child's time at the nursery. This enables the child's key person to meet ongoing and changing needs to continually support the child. Children's personal routines are respected and met sensitively by staff. For example, babies sleep routines and their comforts are provided to help them settle and promote their health and well-being. Children's behaviour and self-esteem is good. Staff are kind and caring and treat each child with respect and uniqueness. Positive words of encouragement and praise are regularly used, which helps children feel good about themselves and pleased and valued about what they have achieved.

Children's health is effectively promoted because staff are good role models. They help children learn about keeping healthy through daily tasks and activities because they oversee children's toileting and self-care routines well. During lunch time, staff use good teaching skills to help young children learn about keeping safe. They guide the children to blow on their own food, reminding them that it is hot and explaining that blowing will cool their food down and enable them to eat it safely. Healthy meals meet children's individual dietary requirements successfully. Good methods are used to inform the cook of children's individual dietary needs and menus are rotated on a regular basis to ensure children are offered a well-balanced diet. Babies are closely monitored to ensure they do not become dehydrated and are safely bottle-fed. Parents' wishes and requests to meet their child's own dietary requirements are respected. Also during meals, practitioners talk to children about the benefits of healthy food that help them grow and be strong. Furthermore, all children are encouraged to brush their teeth after every meal to promote their health and personal hygiene.

Overall, the nursery is welcoming. An abundance of displays of information relating to children's well-being, play ideas and keeping children safe are well-presented throughout the nursery. This helps parents understand the good practice that is offered by the staff team and how they can also further support their children's learning at home. Toys, resources and equipment is attractively presented and also used well to enhance children's all-round development. Furthermore, toys are safe and easily accessible enabling children and babies to reach them independently. For example, staff ensure that treasure baskets placed on the floor enable the youngest and least physically able babies to reach out and explore the objects safely. They closely supervise babies while encouraging them to explore the objects by themselves. Outside, children explore a suitable range of toys and resources, such as crates, water play and puzzles. They enjoy their time outside running around in the fresh air while exercising.

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

Staff have undertaken recent child protection training to ensure they have a secure knowledge and understanding of what they need to do should they have any concerns regarding a child in their care. Robust procedures are in place for any eventualities regarding the safety of children and if there are any concerns regarding the suitability of

staff. The deployment of staff throughout the nursery ensure that ratios are met at all times and children are supervised effectively. The monitoring of the main door to the nursery is effective. Managers and staff ensure that the identification of visitors is checked before entry and parents and children are warmly welcomed. Furthermore, visitors are requested to sign in a 'visitors book', tracking who enters and leaves the nursery. Visitors are also requested to have awareness to the emergency evacuation procedures should the building need to be evacuated quickly. Risk assessments are robustly completed by staff before children arrive and throughout the times of opening. This ensures that children are cared for in a safe and secure environment because staff minimise hazards to them. Managers thoroughly review the assessments to monitor any emerging safety patterns and address these swiftly to maintain a safe place for children, staff and visitors. Overall, children are effectively safeguarded.

The new provider has taken over the existing nursery and has strived to make significant improvements. From the outset, the provider has implemented effective ways of managing staff performance and enhance their teaching skills to a good standard. By implementing robust supervision and tracking of staff training needs, the provider now ensures that the whole nursery team is delivering an effective service to children and their families. The manager is an enthusiastic and positive role model. Newly appointed staff are rigorously checked on their suitability to work with children. This is because there are effective recruitment and selection procedures in place to gather as much information about individuals before they start work at the nursery. Staff adhere to the clearly, well-written policies and procedures and implement and maintain them robustly. Furthermore, staff understand the importance of maintaining accurate records which also contributes to the successful smooth running of the nursery. The manager has a good understanding of reflecting on the service that is offered and takes action to improve outcomes for children. For example, since taking over the nursery, regular team meetings and in-house training ensures that staff have a good understanding of child development and implement effective teaching skills to support children's learning and development. Educational programmes and staff performance is monitored by the manager effectively overall. This ensures all children receive a good balanced range of play and experiences at the nursery so that they continue to make good progress.

Partnerships with parents and other professionals are good. This is because staff understand and value the importance of communicating with parents from the outset and work closely with other professionals. This enables staff to enhance and support the wide variety of the individual needs of children effectively. Parents spoken to are happy with the service they are provided with and value the support to meet their child's ongoing and changing needs. Parents also spoke about the significant improvements that have been made since the provider took over the nursery, with particular regard to communication with parents. Furthermore, they note how their children have made evident progress in their learning and development. Staff also value the input and support from other professionals to assist in meeting the needs of children with special educational needs and/or disabilities. For example, staff work closely with speech therapists to further enhance children's communication and language skills. Staff now use signs and symbols to communicate with children also enhancing children's language skills so that they make good progress given their starting points. Staff understand to work closely with teachers

to share information about children when moving on to their next stage in their learning.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY474199
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	949155
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	104
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Sharon Ann Leib
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07977788496

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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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