

Dodford Farm Daycare Nursery

Dodford House Farm, Dodford Lane, Christian Malford, Chippenham, Wiltshire, SN15 4DE

Inspection date	11/09/2014
Previous inspection date	24/02/2009

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		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- The staff provide a safe and caring nursery environment for children.
- Staff make use of the nursery's unique position to offer varied learning opportunities.
- The staff have strong partnerships with parents and carers, regularly sharing information about children's progress and achievements.
- The staff team successfully identifies and supports children with additional needs.

It is not yet good because

- Activities often lack challenge and there are not enough learning opportunities for children to create, explore and think critically.
- Many of the activities are too adult directed. Children are not provided with enough opportunities to initiate their own play and learning.
- Staff do not always provide a stimulating, well-resourced learning environment where children can explore, develop and extend their own learning.
- Staff do not share good practice regularly enough to improve planning and learning. Management systems for self-evaluation and performance management have not had a positive impact on improving teaching and learning.

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.

Inspection activities

- The inspector observed activities both indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager and nominated person.
- The inspector looked at children's development records, and evidence of staff suitability.
- The inspector talked to some parents, staff and children during the inspection.

Inspector

Helen Millard

Full report

Information about the setting

Dodford Farm Daycare Nursery opened in 2003 under the ownership of Dodford Farm Daycare Nursery Ltd. It operates from purpose-built premises in Christian Malford, Wiltshire. Children have use of two enclosed outdoor play areas. The nursery is surrounded by countryside. It serves the local community and the surrounding area. It is open each weekday from 7.30am until 6pm, for 51 weeks of the year. The nursery is registered on the Early Years Register. There are 70 children from birth to under five years on roll, some in part-time places. There are 11 members of staff, who all hold appropriate early years qualifications. Most are qualified at level 3, but one holds early years professional status and two have qualifications at level 4. The nursery receives funding to provide free early education for children aged two, three and four years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure children have good opportunities to choose their own activities in a stimulating and well-resourced environment, to encourage children to be creative and enthusiastic learners
- ensure all staff have opportunities to undertake appropriate training and professional development to drive improvement, and raise teaching to a consistently high quality by providing children with good levels of challenge.

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

- develop systems for staff to evaluate their teaching, and share good practice across the staff team, to improve learning and teaching opportunities.

Inspection judgements

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

Children happily settle into activities and enjoy interacting with the staff. Staff model language well and speak clearly to the children, listening to responses. Staff talk to and question children during activities and encourage children to describe what they are doing. This teaching helps children's communication and language development, and boosts their confidence because staff value what they say. However, staff do not take opportunities to challenge the children's thinking consistently, or encourage speculation. This means opportunities are missed for developing understanding, and for children to direct their own

learning.

The different age-grouped rooms have suitably organised areas, such as cosy corners, role-play areas and wet areas. Staff provide easily accessible, well resourced outside areas. The rooms have many resources in them, but the choice of activities staff offer children is not good enough. Rooms often have one adult-directed activity rather than children moving independently around choosing from many activities. This means the provision of the education programmes is not exciting and engaging. For example, in the room for children aged under two years, an activity involved children mixing colours and printing. Staff encouraged the children positively and ensured all children had the opportunity to participate. However, there was an over emphasis on keeping the children clean and the activity was too adult led. This means children develop close relationships with the staff, but the lack of freedom to explore prevents creativity and independent thinking.

An activity in the pre-school room had a small group of children playing and sharing play food. The children cut the pretend food and made 'sandwiches'. The member of staff praised the children's cooperation and sharing. There was some counting and discussion of sharing led by the member of staff. However, staff did not take key opportunities for mathematical learning and solving problems. This activity did not challenge the children's thinking or extend their learning. Another small group were playing with the toy kitchen, enjoying drying items and putting them away. One child said, 'So much to tidy. I want to cook dinner'. Such child-initiated activity promotes and presents a variety of learning opportunities especially in communication and language. However, staff were not involved in these, so again learning and opportunities were lost. The quality of teaching overall is not good enough.

The farm setting is used well by staff, who provide the children with unique learning experiences. During an apple-picking session, the children enjoyed running around the apple trees independently exploring. This activity supported their physical skills and awareness of self-control and coordination. A child asked, pointing at some apples high in the tree, 'How will we pick those apples?' Staff asked questions and encouraged the child to solve this problem. This active learning opportunity encouraged critical thinking and included children from different age groups in cooperating and interacting. The farm environment provides many teaching and learning opportunities in many of the required areas of learning, but staff do not always make the most of these.

Staff understand the children's needs and recognise their progress in learning. Staff identify the next stages in learning accurately. This is particularly evident when staff have concerns about children's progress. They discuss concerns promptly and put useful interventions in place. Staff involve parents well in this process, so ensuring total support, communication and cooperation. This approach aids progress.

The staff monitor children's progress through regular observations and assessments, including the required assessment and progress check for children aged two years. A review of this has recently been undertaken and it is now more effective.

Parents' comments about the nursery are positive. They feel well informed about their

children's progress. Parents receive information from the staff regularly, and they praise the staff's close, caring relationship.

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

The staff make sure the nursery provides a safe and caring environment for children. Staff are effective role models and contribute positively in creating a settled and calm environment. Relationships between staff and children are encouraging and positive. Staff regularly praise and show enjoyment in children's achievements. Throughout the different age ranges positive behaviour management is consistent. Children register their presence daily, and lay the snack table, as well as regularly tidying away activities, which promotes their independence. This means they are learning to take on small tasks responsibly, which prepares them for the eventual move to school. The children are happy and enjoy their activities, particularly exploring the wider farm environment. The children play well together and cooperate. They confidently engage in routines and activities. This is because staff model and encourage appropriate behaviour and social skills, and praise children when these are seen. This helps prepare children emotionally for the next stage in learning.

The children learn to play safely because staff supervise and help children learn about personal safety during activities. Staff promote physical exercise appropriately during regular outside activities where children use large and small play equipment. Use of this helps them practise and gain new physical skills. During an outside play time, a group of older children stirred stones in water trays and painted with brushes on the wall, so developing their coordination skills well. Staff supervised the children well. However, the way in which resources are stored, particularly indoors, such as in the babies' room, and pre-school room reduces children's opportunities make the most of these because their choice is restricted. This shows that staff do not provide a highly stimulating environment with resources readily available to children.

The safety and well-being of the children is monitored closely and needs are well managed. Personal hygiene routines are promoted, for instance through use of songs. Staff help children learn about healthy eating. Children enjoy nutritious food. Staff implement good levels of hygiene to prevent cross-infection. The cook recently reviewed the nursery's menus with assistance from a nutritionist. This change has prompted much positive feedback from parents, and the children clearly enjoyed the meal provided during the inspection. Staff use sign language for snack preferences, and this provides children with useful speech and language support. This means all can participate in choosing what they want to eat.

Staff successfully implement a system in which child has a person who is special to them. This person regularly informs parents of their children's progress, targets and achievements. Transfer arrangements are organised with schools. These contribute to the children's preparation for the next stage in their learning.

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

The staff team is well established and they work cooperatively to implement the safeguarding and welfare requirements. Staff supervise children closely. Staff are deployed appropriately. The building is kept safe and secure. Staff are clear how to recognise children who may be at risk, and understand procedures if they have concerns. This means they promote children's welfare.

The recruitment and induction of staff is robust. New members of staff become familiar with their roles through discussion time with the management team, and by observation of other staff. New staff sit in on team planning and discussion times before having an input. This promotes some consistency across the team in areas such as behaviour management.

Staff discuss planning and children's development within their teams. Staff check records to ensure children are progressing and to help identify next stages in learning. However, not enough time is given to meeting as a whole staff team and discussion time. This means staff do not consistently share good practice. They do not discuss training experiences and new ideas. The management give insufficient time to observing staff practice and monitoring staff's self-evaluation. This weakness means they do not review staff practice, which has an impact on the breadth and challenge of the learning opportunities provided.

Some staff have undertaken relevant training, which has helped in the early identification of some speech and language concerns. Other training needs have not been met, which shows staff professional development needs are not monitored effectively. This means the quality of teaching is variable.

Staff are experienced in working with outside professionals. They have used this experience to improve practice in regard to identifying children who need extra support. These children are then closely monitored and appropriate support given.

Since the last inspection, improvements have been made in extending the partnership with parents. The staff encourages input from parents in regard to their children's achievements, or special times enjoyed at home. The communication between parents and staff is constant. Parents appreciate the support staff provide, and their clear understanding of their children's needs.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY294588
Local authority	Wiltshire
Inspection number	833883
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	70
Number of children on roll	70
Name of provider	Dodford Farm Daycare Nursery Ltd
Date of previous inspection	24/02/2009
Telephone number	01249 891349

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Type of provision

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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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