

Manor Farm Day Nursery

Manor Farm Middle School, Rose Avenue, Hazlemere, High Wycombe, Buckinghamshire, HP15 7PH

| | |
|--------------------------|------------|
| Inspection date | 18/09/2014 |
| Previous inspection date | 20/10/2010 |

| 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

- There is a strong partnership with parents, which means that parents are very aware of their child's progress and how they can be supported.
- Children demonstrate they feel secure and settled in the nursery and have positive relationships with staff.
- Children enjoy outdoor activities, with the environment offering an area of space with lots of natural resources. This promotes their physical development and helps them to begin to understand their world and the natural environment.
- Staff use their observations to effectively plan for children's next steps in learning or assess their progress accurately.

It is not yet outstanding because

- Not all staff are fully confident in taking every opportunity to extend children's 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.

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 gained the views of a parent spoken to on the day.
- The inspector observed and spoke to staff and children inside and in the outdoor area.
- The inspector sampled documentation, including children's development records, safeguarding and behaviour policies.
- The inspector met with management to discuss recruitment and safeguarding procedures.
- The inspector completed a joint observation with a senior member of staff.

Inspector

Amanda Perkin

Full report

Information about the setting

Manor Farm Day Nursery registered in 1991. The nursery operates from a single-storey building within the grounds of Manor Farm Middle School in Hazlemere. The nursery serves families from the local surrounding areas. Children attend a variety of sessions. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. All children share access to an outdoor area. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The provider employs 10 staff to work directly with children, all of whom hold relevant qualifications. The provider, her husband and a bursar also support the manager and staff team. Staff supports children who have special educational needs and/or disabilities. The setting employs a cook.

What the setting needs to do to improve further

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

- develop all staff's confidence in extending children's learning consistently.

Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage and teaching is good. Staff assess children's base-line starting points through information obtained from parents and through established settling-in sessions. Staff observe children as they engage in activities that they choose to do, and note what and how they are learning. Staff use this information to plan the next stage in each child's learning. The whole staff team contribute to planning, with each staff member providing information for their key children's next steps. Staff support children's learning records with many photographs of activities and children's individual creative work. Parents regularly speak with their child's key person about their child's progress and their development plan. This means that parents know what their child is learning and are able to support their child's learning at home. As a result, children make good progress in their learning.

Children enjoy a variety of different activities to support their learning. They share books with staff, sing songs, dig in the garden and explore the water tray with small model animals. Staff enable children to access activities easily. For example, they provide chalks for the children to draw and write on the tarmac play area to fully include the youngest children. Children enjoy activities to support their physical skills and their interest in the world around them. For example, digging with the sit on digger, where children excavate the mud by controlling the machine and scooping the mud from the garden.

Staff use some ongoing discussion to support children's free play. They ask some questions, sing nursery rhymes with actions, and model counting and letter sounds to support their communication, language and mathematical development. However, opportunities to expand children's existing language skills are sometimes lost during their conversations with staff, in particular during child-initiated activities. This means staff sometimes miss opportunities to encourage and extend children's language for thinking.

Babies' language skills are supported well by staff who listen carefully to them, value their attempts to communicate and repeat the sounds they make in turn taking 'conversation'. For example "Shall we build a tower?" was asked to a child watching another child build a tower and moves to knock it over and join in. The member of staff responds, 'Well done, are you going to build another one?'

Staff provide a welcoming and safe environment for all children and babies. The established key-person approach helps to promote children's well-being and independence. Staff know the children and their individual routines extremely well and are very kind, caring and supportive; this helps children to form secure attachments.

Children's concept of mathematics is developing well. They are confident in using numbers in their play and encouraged by staff to count throughout the day. For example, during outdoor play, foam number tiles were used in a hide and seek game. Staff encourage children to use chalks to 'write' and count number. Children show enthusiasm and excitement while outdoors. They take part in a good range of activities and experiences and enjoy the ride-on bikes, sit-on digger and the ramp where children have the opportunities to practise their physical development. However, opportunities to expand children's mathematical skills are sometimes lost. For example, when a water-play session was taking place, the member of staff was not confident in taking every opportunity to extend children's learning around mathematical development.

Partnerships with parents are positive. Parents report that they value the support and reassurance they receive from the nursery and state that their children enjoy attending. Staff talk to parents on a daily basis, giving advice and guidance where necessary, such as helping parents to understand the next steps their child will make. The nursery works in close partnership with the on-site pre-school and primary school to provide a wide range of support with families. Children visit the school before starting, use the facilities in the school holidays and teachers come and visit in the summer term. There is a range of professional expertise on site to support families, such as those children with special educational needs and/or disabilities.

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

An effective key-person system is in place, which helps promote children's well-being and independence. Staff are well deployed and clear about their responsibilities as a key person. Staff are extremely attentive, providing genuine warmth and affection to every child. Parents comment that they are able to build positive relationships with key persons and appreciate the support they receive.

Children are well behaved. Staff use applied strategies and provide clear guidance for children about what is acceptable behaviour. Children enjoy each other's company, play cooperatively and show great care of each other. They show they are confident in exploring their surroundings and particularly enjoy the inviting outdoor space. The garden provides good opportunities for children to explore the natural environment. For example, children tend to the vegetable patch, look after the guinea pig and explore the large sand and water areas. This results in the warm, calm and happy atmosphere which is clearly evident in the nursery. Children enjoy hearty, well-balanced and nutritious meals, which staff are able to eat with the children if they so wish. Mealtimes are used effectively to promote a good range of age appropriate social skills. Water is served at all snack and meal times served from age appropriate cups and readily available if a child requires more at other parts of the day.

Children's safety is a high priority. For example, staff undertake detailed written risk assessments so children can take supervised risks in safe surroundings and go on outings including visits to the neighbouring school. The environment and resources are well laid out to aid children's independence. A wide range of toys are stored in units at children's level, which they safely access. Children are protected within the nursery through key pad entry systems and the installation of cameras showing staff who is at the main door. In addition the cameras display each nursery room for an overview in the office, used by the bursar, manager and proprietor. The management team have strong links with other agencies and professionals, who provide support with their specialist knowledge and skills. This supports the successful inclusion of children with any special educational needs and/or disabilities to ensure they have the necessary support to help them achieve well.

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

Leadership of the nursery is good and is based on a clear determination to ensure the needs of children and parents are a priority. There are good arrangements in place to implement the Early Years Foundation Stage requirements. Children are well supervised as the required ratios of staff to children are met and often exceeded. For example, there are times in the week where the proprietor over staffs the nursery in order for staff to plan and check progress with staff working in key pairs. As a result, the staff to child ratios in the nursery meet requirements and children are well supported during their activities. Rigorous vetting procedures are in place and this means the suitability of all adults working with the children is checked prior to them starting work. The nursery has robust recruitment procedures in place and ensures that all staff have appropriate background suitability checks. Children's safety is given high priority by staff who closely supervise children and are vigilant and responsive at all times. Staff complete risk assessments, including daily checks, ensuring the environment remains safe at all times with any potential hazards identified and minimised immediately. Staff have a good knowledge of safeguarding procedures and know how to recognise, record and report concerns they may have about a child in their care.

The management team supports the staff well, providing good opportunities to undertake training and develop them professionally. For example, any staff member who attends any training disseminates the information to all staff at the next staff meeting. This shows good working practice and the ability for all staff to enhance their own professional development. The manager receives ongoing support from the leadership team through regular meetings. The management team directly monitor observations and assessments of children in order for staff to plan the next steps. The self-evaluation takes into account staff's and parents' views using questionnaires and regular meetings. Improvement plans, identify strengths and weaknesses and these are updated and evaluated by the management team. Staff appraisals provide opportunities for reflection of practice as staff input into each other's appraisals, demonstrating how they are striving to improve their own practice. The management team ensure all staff have a thorough understanding of safeguarding procedures through flow charts, in-house training, policies and regular recaps at staff meetings.

Staff maintain good partnerships with parents. For example, they attend breakfast and afternoon tea sessions with parents and children. Parents' views are sought through discussion, open evenings, newsletters and an open door policy. There are strong partnerships in place with the neighbouring school in addition to the children's centre in the same town. Staff take children to visit to the school, the play area is used in school holidays and the teachers visit in the summer term. Staff also have good links with external agencies. These close partnerships ensure continuity in each child's care and learning.

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. 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 | 116768 |
| Local authority | Buckinghamshire |
| Inspection number | 835990 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 30 |
| Number of children on roll | 61 |
| Name of provider | Katrina Wilsher |
| Date of previous inspection | 20/10/2010 |
| Telephone number | 01494 814041 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

