

Upper Knapp Farm Day Nursery

Upper Knapp Farm, Manor Avenue, Cam, Dursley, Gloucestershire, GL11 5JF

Inspection date	28/10/2014
Previous inspection date	12/08/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff relationships with children are loving and warm. Consequently, children feel safe and secure in the nursery environment.
- Good communication between staff and management ensures consistently good practice in all areas of the nursery.
- Staff have a good understanding of how children learn. They plan for individual children's needs so daily activities are stimulating and fun and help children make good progress.
- Partnership working with parents is good, which promotes the effective sharing of information. This means practitioners know children and their families well and can provide care tailored to children's individual needs.

It is not yet outstanding because

- There are missed opportunities during daily routines to support younger children's developing language further.
- Staff do not maximise all opportunities in the outdoor area 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.

Inspection activities

- The inspector observed children's activities in all areas of the nursery and outdoors.
- The inspector spoke with staff, parents and children.
- The inspector and manager held a joint observation.
- The inspector looked through a sample of children's records, and staff planning and observations.

Inspector

Gina Chamberlain

Full report

Information about the setting

Upper Knapp Farm Day Nursery registered in 2005. The nursery is registered on the Early Years Register. It operates from a private property on the outskirts of Dursley in Gloucestershire. Pre-school children have playrooms on the ground floor level and younger children have playrooms, a sleep room and toilet/nappy changing facilities on the first floor of the house. All children share access to an enclosed outdoor play area. There are currently 116 children aged from 7 months to under-five years old on roll. The nursery currently supports children with special educational needs and/or disabilities. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery is open each weekday from 8am to 5.30pm for 51 weeks of the year. The nursery employs a team of 16 part-time and full-time staff who work with the children, of these, 15 hold appropriate early years qualifications at level 3, one at level 5 and one at level 2. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- extend opportunities to develop younger children's language further by, for example, talking through daily routines.
- increase opportunities in the outdoor area to extend children's learning by, for example, modelling play and promoting children's interest in things.

Inspection judgements

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

The quality of teaching in the nursery is good. Staff demonstrate a good knowledge of the learning and development requirements of the Early Years Foundation Stage. They provide a wide range of appropriate, stimulating activities for children in all rooms. Consequently, children are motivated to learn and make good progress across all areas of learning. Staff are consistent in their practice. This means that staff's observations and assessments are precise. Staff use this information effectively together with each child's interests when planning for children's next step in learning. Staff working with babies and toddlers focus on the prime areas of learning. They recognise that these are the base upon which other areas of learning begin.

The key-person system is very effective in establishing positive partnerships with parents to support children's all-round development. Parents are involved in their children's learning right from the start. Staff gather information from parents about children's likes,

dislikes and level of development. They share children's next steps for learning, ongoing assessments and the required progress check for two- year-old children with parents. Children learn to feel valued when parents and staff acknowledge new achievements on the 'wow' board.

Staff provide a bright and stimulating environment for children to play and learn in. They organise resources to support children to make choices, socialise and become independent learners. For example, staff created a hair salon in the role-play area. Children develop their imagination as they take turns styling one another's hair. Babies explore sensory toys provided in floor-level baskets and toddlers begin to learn about colours and balance as they build towers using fitted bricks.

Overall, staff support language and communication well. Pre-school children have good opportunities to take part in group activities. This gives children the opportunity to learn skills in listening, attention and cooperation. Children develop confidence as they each take a turn to share their stories. Staff support children's personal, social and emotional development well by listening carefully to what children have to say. Consequently, they are well prepared for the next stages of learning and school. Staff support babies' communication, by responding verbally to babbles and gestures. Babies smile when staff talk to them during play and enjoy the positive interactions they receive. However, occasionally staff miss the opportunity to further support babies' developing language, by talking through daily routines, such as during nappy changes and when getting ready for outdoor play.

The nursery environment is rich in opportunities for children to develop their understanding of printed word. Children begin to recognise letters in their names by placing their coats on their individual pegs. Children learn that print carries meaning as they access toys from boxes with written labels and independently choose books from low-level containers. Staff further develop children's early literacy and physical skills by providing them with readily available mark-making tools. Staff organise fun activities with children that engage them as active learners. For example, one group of children took part in helping to carve pumpkins. Children demonstrated an understanding of plant life cycles when the staff member asked what they would do with the seeds they have scooped. One child said, 'We will plant them in the garden and a new pumpkin will grow'. Other children demonstrated mathematical awareness by estimating how many seeds there were on the table and attempting to find out the answer by counting them.

The outdoor environment provides children with a wealth of opportunities to develop their physical skills using climbing frames, slides and swings. A vegetable garden supports children's understanding of the natural world, and large construction materials enable children to experiment with shape, size and measure. Young children enjoy digging and scooping in the sand pit. However, on occasion staff miss opportunities to develop further children's learning experiences. For example, staff do not help to build castles or discuss how the sand feels.

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

Staff are attentive to children and ensure they are safe and well supervised. Staff ensure that only authorised individuals can gain access into the nursery through the main entrance. Effective risk assessments help to maintain the safety of all areas and equipment that children have access to. For example, staff check the indoor and outdoor areas prior to the nursery opening to ensure it is suitable for the children to enter and play. Staff remind children about safety and support them in taking risks to further develop their skills. For example, staff give support to toddlers as they learn how to use the stairs safely and independently.

The key-person systems are effective and children form strong and trusting bonds with their carers. Comprehensive information obtained from parents when children first start, provide staff with key information on each child's individual needs and care routines. The child's key person uses this information to help children to settle. This provides continuity of care, which in turn, supports children's emotional well-being and helps them to feel secure in the nursery. Staff manage moves within the nursery well. When children move up to the next room, they receive support from both new and current key persons. Children play in their new rooms and get to know staff and children before they make the final move.

Children's behaviour is good because staff act as positive role models. They offer children continuous praise and encouragement for achievements and good attempts. Staff teach children about rules and boundaries, and children listen and respond well to instructions. Staff display examples of children's artwork on the walls, which gives children a sense of belonging. All children benefit from a cosy area with, cushions, blankets and books, which enable them to rest, relax and recharge. The indoor environment is welcoming for children and staff provide them with a range of accessible resources. This enables children to make choices in their play, which promotes their independence, and means children remain focused and engaged for longer periods during play.

Routine practices, such as hand washing before snack and lunchtime, promote children's awareness of how to keep themselves healthy. Pre-school children are developing self-care skills as they begin to manage their own personal needs. They learn how to use the toilet independently and staff encourage them to put on their own coat and shoes. All children benefit from daily fresh air and exercise when they play outside with the equipment and resources. However, on occasion, some staff miss opportunities to make full use of outdoor equipment by developing further children's awareness of texture and shape. Nevertheless, children enjoy their time outside and build on their social skills by playing with children from other rooms. Staff provide children with a good variety of nutritious meals and snacks. Meal times are social occasions as children sit together and chat to their friends. Staff use this opportunity to encourage conversation and communication skills. As a result, children are well prepared for their next stage in learning.

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

The manager understands her roles and responsibilities regarding the Early Years Foundation Stage well. She implements robust recruitment and induction procedures to ensure staff are suitable to work with children. She fully supports staff's continued professional development and knowledge. As part of the induction process, the manager ensures all newly appointed staff are familiar with the policies and procedures within the nursery. Staff are confident in recognising the possible indicators of abuse or neglect and know who to contact to report any concerns they may have. This helps to safeguard children's welfare.

The staff team are well qualified. They attend regular training sessions and at monthly meetings, staff take the opportunity to share what they have learned with the team. The manager conducts supervision sessions with staff every six months. This provides good opportunities to discuss children's learning and development, and staff's ongoing practice. The manager monitors planning and assessment regularly to ensure children are making good progress in all areas. If any gaps are identified the manager supports staff to address these. The manager and staff team work well together. They have a good awareness of the provision's strengths and areas for development. The manager is committed in her drive for continual improvement. She ensures she gains regular feedback from parents, staff and children. This helps to shape the future of the provision. Since the last inspection, the manager has implemented several improvements with regard to systems of planning and assessment. This has helped staff to improve their assessments and plan for each child's continuing development more effectively.

Partnerships with parents and professionals are a strength of the nursery. Staff are friendly and chat openly with parents. They share information and make time to ensure that parents have the opportunity to discuss children's ongoing learning and development. Parents comment how happy they are with the care and service their children receive. They feel they have a good level of communication with staff and that their children are making good progress in their learning and development. Partnership working with providers of other early year's settings children attend, or will move on to, is good. For example, staff share information about children's learning and development via children's learning journals. Teachers from the local schools visit the nursery to meet children in a familiar environment before they move into their care. This helps to support children emotionally in their move to school.

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	EY313352
Local authority	Gloucestershire
Inspection number	828018
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	56
Number of children on roll	116
Name of provider	Leanne McCreight
Date of previous inspection	12/08/2009
Telephone number	01453 543661

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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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