

Kings Farm Day Nursery Limited

Winter's Lane, Long Bennington, Newark, Nottinghamshire, NG23 5DW

Inspection date	20/08/2014
Previous inspection date	13/05/2010

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's practice in the observation, assessment, tracking and analysis of children's development is appropriate. As a result, children are assessed to be on track and developing within the expected range of development for their age.
- The key-person system is effective and children have an active role in choosing their key person. This ensures children are happy and secure within this relationship.
- Management and staff have a sound knowledge and understanding of child-protection procedures demonstrating that children are safeguarded and staff understand the correct procedures to follow.

It is not yet outstanding because

- At times, staff do not always make best use of skills, such as effective questioning, in order to fully engage children and maximise their learning opportunities during activities.
- Managers are not yet effectively deploying staff at all times to ensure that care practices are consistently fully tailored to support the emotional well-being of all children at all times.

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 activities in the nursery and the outside play areas.
- The inspector conducted a joint observation with the deputy, using the Evaluation Schedule.
- The inspector held meetings with the manager and deputy of the provision and spoke to staff, parents and children throughout the inspection as appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Alison Hill

Full report

Information about the setting

Kings Farm Day Nursery Limited was registered in 1997 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a privately run provision and operates from a three storey converted farmhouse situated in the rural village of Long Bennington. Children come from the local and wider communities. The nursery employs 14 members of staff and 13 hold appropriate early years qualifications at level 3 and above, with one working towards level 2. Support is available to the nursery from the local authority. There are 36 children attending within the early years age group and a kid's club for school age children. The nursery provides funded early years provision for two-, three- and four-year-old children. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year, closing only for all the main bank holidays. All children share access to a secure enclosed outdoor play area.

What the setting needs to do to improve further

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

- support staff to further use teaching skills, such as skilful questioning, to consistently provide challenging and interesting activities for children
- consider the deployment of staff so they can better support the varying needs of children in their care, particularly when managing the emotional needs of new children who may require more attention.

Inspection judgements

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

Children are confident and happy when they arrive at nursery. Parents have a positive relationship with the staff. They are able to share information and receive updates on their child, through conversation with staff and the use of daily diaries. Parents receive ongoing information about their child's learning through parents' evenings where they discuss their child's progress. Children enjoy their time at nursery and they are confident to access all areas of the environment both indoors and outdoors, making the most of the free-flow opportunities. For example, children enjoy using the 'mud kitchen', making 'honey' and 'potions' using herbs from the growing area as they use their imagination and learn to work together. Additional resources, to support children's development and play outside, include growing areas, a large sand pit, bicycles and some large physical equipment. Children enjoy being in the very cosy story hut, where staff read to them engaging them in the story as they use story sacks. Additionally, children delight in singing and following the actions to support their language and literacy and developing their physical skills. Staff, through planning, provide activities that support all areas of learning and they

respond well to children's own interests. For example, they explore different cultures building them into the planning and then displaying the children's work. Children have opportunities to find out about the local community and enjoy displaying their work following on from the visits. Staff ensure younger children have access to a variety of equipment and activities appropriate for their age and stage of development. For example, children particularly enjoy exploring water bottles, with glitter inside, as staff support their communication, language and physical skills. This is because the staff, as the children manipulate the bottles in their hands, use descriptive language as children watch with interest the changing shapes and fluid.

Effective starting point information is gathered about the child, which generally provides a secure basis for the initial baseline assessment that staff build on. This they do by using an established system to accurately observe and document children's ongoing development. Tracking and analysis of children's progress are generally supported by the management team identifying any gaps and trends in children's learning. Children are reported to be on target in reaching the levels of development expected at their age and as a result, make steady progress and develop an appropriate range of skill to support their future learning.

Staff are developing their skills in teaching and are aware of the characteristics of effective learning through use of planning documentation, in order to support playing and exploring, active learning and supporting the children's ability to be creative and think critically. However, skilful questioning and listening to children, in order to extend learning opportunities, are not always used effectively to provide children with consistently interesting and challenging experiences during the day. Preparation for a smooth move on to school is supported through staff welcoming teachers from feeder schools into the nursery to build links before the children start. This enables children who are moving on to do so confidently.

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

Staff provide a warm welcome to all parents and children and offer a safe and secure environment where children can be confident to explore their surroundings. The premises are clean and well maintained, so children can play safely. Comprehensive risk assessments are in place and updated annually or as when required, for example, when going on a trip. There is a sufficient amount of staff trained to administer first aid and these are identified and deployed well into daily staffing rotas to ensure that children are protected. Staff have a sound knowledge of child-protection procedures and understand the reporting procedures to follow if they were concerned about a child or a member of staff to ensure children are safeguarded.

Parents are able to discuss any issues they have with staff and are satisfied with their responses, particularly in relation to information about children's well-being and notification of accidents or bumped heads. Children settle well on arrival to the nursery and have positive relationships with all staff, including their key person. New children to the nursery are able to choose their own key person and parents are supportive of this process. Parents are a strong feature in the settling-in process and visits are planned to

ensure appropriate taster sessions are agreed. This enables the children to have a confident and secure start to nursery. Often, as with new children, routines and boundaries need to be learned, so thorough supervision, guidance and support are priorities during this time and both staff and managers are aware of this. Each child has his or her own picture to place on a peg, where they are able to hang their personal belongings, giving them a sense of belonging in the nursery. A visible 'washing line' is hung above the pegs to attach any particularly special belonging to, so that children, who might want to know it is there during the day, can see it. For example, one child had a comforter that was quite visible providing reassurance that should it be required, it was still there. Useful information is gathered from parents before the child starts nursery and this includes details of their routines, likes, dislikes and interests for staff to consider when meeting the child's needs. Staff describe how they are able to build relationships with all children because the nursery is small and this helps them to get to know all children. Therefore, children feel emotionally secure when moving from one room to another and prepares them well for future changes and their next steps in learning. However, at times, staff do not always consider that new children, while happy, sometimes require more personal, one-to-one care. Although children are comforted by staff if upset or ill, staff deployment, at times, makes it more difficult to quickly address the learning and emotional needs of the range of children they care for, for example, at such times when new children require more attention. Staff are positive role models; they speak kindly and calmly to each other and the children. They encourage children to develop their independence by putting on their own hats, washing their hands after visiting the toilet and at mealtimes.

Behaviour is appropriate and children share resources well, playing cooperatively as they learn to turn take. However on rare occasions, staff may have to remind children to use 'kind hands and voices'. Routines are established and children, who know them well independently care for themselves after dinner, washing their hands and face with flannels while staff support those, who are less able. Water is available for children throughout the day in labelled drinks bottles. Children are offered a range of nutritious meals and snacks with water to drink at dinner time and milk or water at breakfast, menus are placed where parents can see what the child is having that day. Children chat with their friends at mealtimes and levels of independence are encouraged, especially with older children as they self-serve their food. Younger children are encouraged to develop independence skills during mealtimes by holding spoons and 'having a go'. Staff provide activities both indoors and outdoors, particular care is given to the consideration of shade in the baby's outdoor area, so that children are protected from the weather while still having the opportunity to be outdoors. All children have their own secure outdoor area that allows them to see the other children, in their age ranges playing, but provides a protected area for them to explore climbing, water, sensory materials and books as they enjoy these sensory experiences.

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

The management team has a clear understanding of their responsibilities under the requirements of the Early Years Foundation Stage. They ensure that the nursery is safe,

secure, clean, welcoming for children and their families. Parents have access to the nursery's website and information for parents is available in the entrance porch regarding the insurance details, staff lists and any daily notices. The nursery is secure and all visitors have their identification checked and their time of arrival and leaving the premises are recorded to keep children safe.

The management team make use of evaluation processes and have recently updated the nursery's own self-evaluation as they have recently carried out a welfare audit that identified areas of improvement for the nursery. The views of staff, parents and children are gained through conversation and questionnaires to inform the evaluation and subsequent improvement plan. Managers understand their responsibility with regard to safe management of the nursery and safeguarding children. Managers understand the procedures to support the safe recruitment of staff, including an effective induction procedure and the ongoing monitoring of the suitability of staff. All files are kept in a locked cabinet to maintain their security. This supports the ongoing safety of children, staff and adults in the nursery.

Managers have identified room leaders and deploy staff to ensure first aid responses can be made effectively during the day. The management team have systems in place to monitor children's progress throughout the nursery and because of this can confidently demonstrate that all children are on track and meeting the expectations for their age and stage of development. Planning supports all areas of learning both indoors and outdoors. There are appropriate links with external agencies to support children's learning and development. Policies and procedures are in place to support practice and updated annually to ensure they are kept in line with current regulations and legislation. The manager reports use of websites and training to update her awareness and how this then translates into policies and staff updates are given at team meetings and supervisions. Performance management of staff is carried out through supervisions and appraisals identifying any training needs, for example, staff leaders in the baby room have attended appropriate baby training. Additional training opportunities for staff and managers are evident and some staff members hold qualifications at level 4 and 6.

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	EY269591
Local authority	Lincolnshire
Inspection number	860735
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	36
Name of provider	Kings Farm Day Nursery Limited
Date of previous inspection	13/05/2010
Telephone number	01400 282662

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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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