

# Lavender Farm

Moat Farm Infant School, Brookfields Road, Oldbury, West Midlands, B68 9QR

## Inspection date

Previous inspection date

09/01/2015

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff have a highly accurate understanding of children's individual needs and ensure that activities are always enjoyable and stimulating, which means that all children make excellent progress in all areas of learning and development.
- Strong and thorough self-evaluation promotes continuous improvement and enables the nursery to achieve consistently high standards. Staff professional development is very well promoted, which ensures that staff are highly skilled and well qualified, resulting in highly effective teaching that ensure that all children make excellent progress.
- Excellent safeguarded arrangements ensure that staff have a thorough understanding of how to work together to protect children. A strong and cohesive staff team are highly effective in promoting children's welfare and safety.
- Strong and respectful partnerships with parents ensure that they are supported in continuing with their children's learning when they return home. This ensures that parents' contribution is highly valued and they are supported in being active partners in their 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 had a tour of the setting.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector observed children during activities in all areas of the nursery and during outdoor play.  
The inspector looked at children's assessment records, checked evidence of staff suitability and a range of other documentation. She held discussions with staff at regular intervals.
- The inspector spoke to parents and carers during the inspection.

## Inspector

Susan Rogers

## Full report

### Information about the setting

Lavender Farm was registered in 2006 and is registered on the Early Years Register. It is situated on the site of Moat Farm Infant School in Oldbury, West Midlands. All children share access to an enclosed outdoor play area. Sessions are from 8am until 6pm, Monday to Friday, all year round. There are currently 166 children on roll in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. There are 39 staff working with the children. Of these, nine hold a relevant early years qualification at level 6, 24 hold level 3 and two hold level 2. The setting receives support from the local authority.

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

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

- build even further on the already very good progress children make in their mathematical development by, for example, developing further their understanding of two- and three-dimensional shape.

## Inspection judgements

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

All children make excellent progress in this vibrant and stimulating nursery. They thoroughly enjoy their learning as staff are highly skilled and ensure that activities are always challenging, so they make optimum progress in all areas of learning. Staff and managers are highly ambitious for children's progression and relentlessly drive forward innovative approaches to learning that firmly close any gaps in their learning. Children's progress is very well documented so that all staff are clear about their progress and plan in detail for the next steps in their learning. Staff are highly skilled at delivering strong and effective teaching that responds carefully to children's individual needs. Children's preferred ways of learning are meticulously followed so there are few interruptions to their self-directed play. Group learning times are exceptionally well supported as staff skilfully build on what children know. They steer discussions towards children's interests and ensure that their learning is consistently stimulating. As a result, children are excellent listeners and concentrate wholeheartedly on discussions. Children learn to have fun when using number and as they count the number of boys and girls in the group. Skilful teaching moves children on to combining numbers by estimating how many children are in the group. This promotes children's confidence as they are eager to contribute to the discussion and estimate numbers. Overall, children make very good progress in their mathematical development. However, there is scope to build even further on this by, for example, developing more able children's knowledge of two- and three-dimensional shapes. Children find story time absorbing and fascinating as staff use puppets and props to further enhance their understanding. As a result, the story of the three little pigs

becomes a valuable opportunity for children to extend their communication skills and enjoy literature. Staff use sign language alongside spoken languages and pictorial prompts, which further extends children's understanding.

Children's creative ideas are fully encouraged as they discover a wealth of exciting play experiences. They use large cardboard boxes to create an impromptu house, den and train. Staff skilfully ask children well-chosen questions, encouraging them to recap on the plot. They speculate on alternative endings during story time and consider the actions of the characters in the story. This approach greatly stimulates children's creativity and problem-solving skills as they consider and discuss different scenarios and solutions to problems. All children make excellent progress in all areas of their learning, particularly in the areas of communication and literacy. Children enjoy interesting conversations with staff, who skilfully build on what children know, extending their vocabulary and confidence. Children with special educational needs and/or disabilities are very well supported as staff work closely with specialist agencies and access training that further develops their expertise. Careful planning ensures that younger children fully develop their confidence during sensory play. Low trays of colourful paint, which help younger children develop their mark-making skills, are readily available. Staff extend younger children's communication skills by always being at their level and modelling words and sounds. Staff optimise all opportunities for children's learning and ensure activities are rich and fulfilling. Staff skilfully help children who are learning to speak English as an additional language, which results in children communicating confidently. Overall, children are prepared exceptionally well for their eventual move to school.

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

Children settle smoothly into the nursery as staff spend considerable time getting to know the needs of the children and their families before they start. This lays the foundations for exceptionally strong partnerships with parents. Their role is highly valued and they are wholeheartedly included in supporting their children's progress. Detailed information about children's skills and learning preferences is collated from parents before they start. Staff and parents find that the home visits before children start provide a valuable means of gaining a fuller understanding of their needs. This also forges strong and trusting partnerships as staff are able to reassure children and their parents. Parents are encouraged to stay with their child during stay-and-play sessions before children start. As soon as children start, key persons and parents plan in detail for their individual development and progression. Parents have a daily dialogue with key persons and share aspects of their children's development, contributing effectively to the already strong relationships.

Children have ready access to the stimulating outdoor areas, which provide them with exciting opportunities to develop their physical skills. They tell staff they are going outdoors and are supported as they put on wellingtons and warm coats in the colder weather. This ability to choose where they play promotes their confidence and enables children to confidently direct their own play in line with their individual preferences. All age groups of children have their own outdoor area. These areas are richly and thoughtfully planned with resources and equipment that are carefully selected for the individual age

groups. Staff are very well deployed and ensure they are strategically positioned, which enables all children to have excellent support wherever they play and learn. Additionally, this enables children to freely explore the abundance of space outdoors and have regular access to fresh air and physical activities. Staff skilfully supervise children so they are safe, but also encourage them to be adventurous and enjoy challenges as they play. As a result, children are learning to manage risks and greatly enjoy the fulfilling play opportunities. Resources, equipment and toys are of a high quality and are extensive. Staff carefully plan the outdoor environment to ensure that children have as wide a choice of play experiences outdoors as well as indoors. For example, water play is used to optimum effect and children happily experiment as they pour water from one container into another.

Children behave very well as there are carefully considered plans in place to support children and their families. Staff have an excellent understanding of factors that affect children's behaviour and work closely with parents to provide full support for children and their families. Staff ensure that activities are stimulating and challenging for children and accommodate any gaps in their learning. Staff are highly effective in working alongside parents and including additional agencies. This ensures there is a consistent and highly skilled team that supports children's development and learning. Children demonstrate kindness and a caring attitude to one another. As a result, they start to form friendships and enjoy helping each other. Children have a highly comprehensive understanding of how to make healthy food choices, and staff ensure that they enjoy a healthy range of snacks and meals. Resources and equipment are of a high quality and carefully chosen to correspond with children's individual needs. Younger children's need to rest and sleep during the day is addressed sensitively. Children can choose to relax or sleep in low-level cribs, and staff comfort and reassure children who do not fall asleep immediately. This ensures that children feel very secure and safe as they know staff are always there for them.

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

Excellent safeguarding arrangements are in place that ensure children are well protected. All staff are fully aware of the potential signs or symptoms of abuse. They have regular safeguarding training that updates their knowledge and skills and know what action to take to keep children safe. Managers and staff are relentless in the drive towards ongoing improvement and further developments in the nursery. To achieve this they use wide ranging opportunities to consult with partner agencies, parents and children. This ensures that all opportunities are explored to provide excellent support for children's learning and care.

The immensely strong partnership with parents provides a firm foundation that ensures the nursery always reflects and meets the needs of the children and their families. Careful planning and a rigorous self-evaluation ensure that staff and managers leave no stone unturned in their pursuit of excellence and high-quality provision for all children. The support for parents is far-reaching and includes parent workshops, fun days and assisted funding for families to take their children on outings to a local zoo. There are activity sacks that parents can take home that further support their children's learning in their home

environment. Strong bonds are very well established between parents and staff, which provide excellent provision for two-way communication. As a result, parents are very active partners in their children's learning.

Staff are very well supported in the development of their professional role. They attend frequent training and share their skills during meetings and staff appraisals. Peer observation of staff practice is well established so that staff are able to extensively reflect on their strengths and weaknesses. This enables full monitoring of the educational programme in the further pursuit of excellence. Excellent partnerships are in place with external agencies, particularly the host school who exchange information at regular intervals with staff and management. This supports a very smooth transfer for children to both nursery school and full-time school. The nursery has earned a highly positive reputation locally. As a result, staff regularly support other settings through exchange visits and by demonstrating positive practice. The staff group are highly skilled, well qualified and highly ambitious. This has an exceptionally positive impact on the outcomes for children in their care.

## 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

<b>Unique reference number</b>	EY339394
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	857183
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	86
<b>Number of children on roll</b>	166
<b>Name of provider</b>	Moat Farm Infant School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0121 552 1885

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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.

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.

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