

Brunts Farmhouse Day Nursery

East End, Long Clawson, Melton Mowbray, Leicestershire, LE14 4NG



Inspection date

Previous inspection date

26 August 2015

6 May 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is consistently very good and some is outstanding. Experienced and well-qualified staff demonstrate secure knowledge of how children learn. Staff plan stimulating activities that arise from children's interests and next steps in learning.
- Staff are highly trained in how to support children's language development. They effectively extend children's speaking skills through purposeful conversations. As a result, children gain the skills needed for their next stage of learning, such as school.
- Secure settling-in procedures and highly effective partnerships with parents help children form strong emotional attachments to all staff.
- Staff are excellent role models. They attentively listen to and highly value children's contributions. Consequently, children freely express their thoughts and ideas and demonstrate a wonderful sense of humour. This supports children to develop their self-confidence exceptionally well.
- Partnerships with professionals and other settings children attend are successful. As a result, children benefit from consistency in their care and learning.
- Staff demonstrate a very good understanding of how to protect and safeguard children. They know the correct procedures to follow should they have concerns about a child's welfare.

It is not yet outstanding because:

- Managers do not make the best use of information gained from evaluating children's assessments.

What the setting needs to do to improve further

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

- reflect on how information gained from the monitoring of children's achievements can be used more effectively to give groups of children with similar identified needs the potential to make rapid progress in their learning.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector conducted two joint observations with the assistant manager.
- The inspector held a meeting with the nominated person, the manager and the assistant manager.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the nursery's self-evaluation form and improvement plans.
- The inspector took account of the views of parents spoken to on the day and from information included in the nursery's own parent survey.

Inspector

Jacky Kirk

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

All children make very good progress from their starting points. Children are enthusiastic and motivated learners. Less confident children benefit greatly from small-group activities, which focus on supporting their social and speaking skills. Babies confidently use chalk on low-level chalkboards, learning skills that prepare them for when they start to write. Toddlers effortlessly operate technical equipment, such as cameras, and understand they require new batteries in order for them to work. The indoor and outdoor environments are rich in print. This promotes children's understanding that print carries meaning. Furthermore, staff read books with an animated tone and allow time for children to say the next word. This supports children to develop reading skills well. Children have active imaginations. They find their own equipment, such as a piece of drainpipe. Then using bubbles from the bubble-blowing activity, they make olympic style torches. Children develop an awareness of the natural world around them. For example, they know to hold the large, play parachute tightly when the wind blows strongly. This activity further helps children develop good balance and coordination skills. Pre-school children anticipate how heavy the objects are when placed inside a box. This activity also supports children's understanding of mathematical concepts, such as shape, space and measure.

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

Children are keen explorers and demonstrate excellent independence skills for their age. All children demonstrate an excellent understanding of keeping themselves and others safe. Older children quickly warn their friends not to breathe in, but to blow out when using the bubble-blowing equipment. Staff place a high priority on supporting children's emotional well-being. They recognise when children need additional support to help them cope with significant changes in their lives. Staff help children create their own personal area where they can go if they are feeling angry or upset. They sensitively help children understand why they are experiencing these feelings. Staff are highly skilled in helping children understand the importance of physical exercise and a healthy diet. As a result, children are learning valuable skills that enable them to make healthy lifestyle choices.

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

The leadership team is strong. The effective systems of observing staff practice enriches the quality of their teaching. Managers ensure staff's assessments of children's achievements are accurate. This highlights any gaps in children's development, enabling staff to put additional support strategies in place where needed. Managers compare the progress girls and boys make in order to identify any differences or gaps in their learning. However, managers do not use assessment information to its fullest effect in order to identify gaps in learning for all other groups of children. All staff demonstrate a strong drive for improvement in order to enhance the levels of achievement children make.

Setting details

Unique reference number	EY242922
Local authority	Leicestershire
Inspection number	870125
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	43
Name of provider	Jonathan Bailey-Cowen & Belinda Bailey-Cowen Partnership
Date of previous inspection	6 May 2009
Telephone number	01664 822188

Brunts Farmhouse Day Nursery originally opened in 1990 and registered in 2003. The nursery employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and two hold appropriate qualifications at level 2. In addition, the nominated person holds a management degree. The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

