

Fountain House Farm Day Nursery

Fountain House Farm, Watton, Drifffield, YO25 9HY



Inspection date

18 November 2015

Previous inspection date

26 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff know children well and use their knowledge, observations and assessments skilfully when planning for individual children. This ensures that children continue to make good progress in their learning and development.
- Children are confident, happy and secure. Staff provide a wide variety of stimulating experiences for children. They follow children's interests and plan activities which highly engage and motivate children in their learning.
- Staff take time to find out about each child when they start attending the nursery. Children moving from the baby room to the older room settle very quickly. Children are well prepared for the next stage in their learning.
- Children enjoy a range of healthy snacks and meals and regular opportunities for fresh air in the well-resourced outdoor area. This helps to promote their good health.
- The management team and staff have a good understanding of the setting's strengths and areas for development. Actions and recommendations from the previous inspection have been successfully addressed and continually monitored to drive improvement.

It is not yet outstanding because:

- Occasionally, children are not given opportunities to learn new skills or answer questions, as staff intervene too quickly.
- The systems in place for ongoing staff supervision and monitoring do not always focus enough on raising the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- improve ways for staff to give children sufficient time to try for themselves when learning new skills and to respond to questions
- strengthen systems for staff supervision to more effectively evaluate the impact of staff's practice on children's learning and to raise the quality of teaching to an even higher level.

Inspection activities

- The inspector observed teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector looked at children's learning journey progress records and the planning documentation, and discussed children's progress with their key persons.
- The inspector looked at evidence of the suitability, qualifications and training certificates of staff working at the nursery. She also looked at the nursery's action plan and a selection of policy documents, including the safeguarding policy and procedures, and risk assessments.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the proprietor and the deputy manager.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took account of the views of parents through discussion and their written feedback.

Inspector

Caroline Stott

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff can identify the potential signs of abuse and know who to contact should they have concerns. This means that children are well protected from harm. The management team effectively monitors children's progress and staff teaching. This has a positive impact on children's learning and well-being. The well-qualified staff are deployed well to supervise children and meet their individual needs. They use the knowledge gained from regular training to improve outcomes for children. The management team meets regularly with staff to discuss their role and children's progress. However, they have not yet fully embedded sharply focused supervisions and evaluations of the staff's quality of teaching, to move their practice forward further. Staff form successful relationships with the schools that children move on to. They share developmental information to provide consistency for children's care and learning. Parents' feedback is positive about the care and education their children receive.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how young children learn. Accurate assessment provides a clear overview of what children can do and what they need to learn next. Staff take into account the children's interests and provide opportunities for them to engage in their chosen activities. Planned activities link closely to children's next steps in learning. Babies make sense of their world and develop their curiosity as they explore different textures. Children are enthusiastic and drawn into the whole experience. Older children develop good mathematical skills. They competently count, sort and match objects. Staff encourage children to make marks, develop their number skills and recognise shapes. Children enjoy listening to, and joining in with, storytelling sessions and group-time activities. This helps to support their literacy and listening and attention skills. Staff focus well on promoting children's communication skills and they engage them in conversations. This helps children to make good progress in their learning. Partnerships with parents are good. Information about children's individual needs and learning is shared effectively.

Personal development, behaviour and welfare are good

Children enjoy supportive relationships with the staff. Children's emotional needs are managed particularly well by their key person, especially during the settling-in stage. Moves between rooms and on to school are also supported well. This helps children to feel safe and secure. Behaviour is good and staff have high expectations of children. They encourage children to be independent and make choices. Children understand what acceptable behaviour is and respond well to the positive praise offered by all staff. Behaviour is good. Children are confident and work very well together, taking turns and sharing.

Outcomes for children are good

All children are making good progress from their starting points. They demonstrate a wide range of good attitudes and characteristics. Children are keen to join in with activities, they are curious and enjoy exploring. They are acquiring the skills required in preparation for their next stage in learning, including their eventual move to school.

Setting details

Unique reference number	314630
Local authority	East Riding of Yorkshire
Inspection number	1027887
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	72
Number of children on roll	113
Name of provider	Christine Martinson and Neil Martinson Partnership
Date of previous inspection	26 March 2013
Telephone number	01377 270164

Fountains House Farm Day Nursery registered in 1997. It operates from converted farm buildings within a working farm. The nursery employs 11 members of childcare staff. The proprietor holds a childcare degree and there are 10 staff who hold appropriate early years qualifications at levels 3 or 5. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It also provides before and after school sessions, and a school holiday club.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

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

