

Munns Farm Day Nursery

Munns Farm Day Nursery, Munns Farm, Cole Green, HERTFORD, SG14 2NL



Inspection date	29 May 2018
Previous inspection date	17 May 2017

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Since the last inspection there have been significant staff changes. This has had a negative impact on the overall quality of the provision.
- Weaknesses in the key-person system and the deployment of staff result in inconsistencies in the quality of teaching and learning.
- Arrangements for staff supervision and professional development do not focus sufficiently on improving the quality of teaching.
- Systems for self-evaluation are not rigorous enough to identify weaknesses and drive improvements at the setting.

It has the following strengths

- Staff have sound understanding of safeguarding. They are able to implement effective procedures to help ensure children are well protected.
- Children who have special educational needs and/or disabilities are identified quickly. Staff work closely with parents and external agencies to help these children get the support they need.
- Children benefit from a colourful and welcoming environment, indoors and outside, which keeps them motivated and interested in a broad range of activities.
- Children enjoy a suitable range of freshly prepared, nutritious meals and snacks.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ improve the key-person system to offer a settled relationship for each child and ensure that their learning and care are consistently tailored to meet their individual needs, and seek to engage and support parents and/or carers in guiding their child's development at home, to promote continuity in experiences for the child 	29/06/2018
<ul style="list-style-type: none"> ■ ensure that staff are deployed effectively to respond to children's individual needs and enhance their learning and development, to improve the outcomes for all children 	29/06/2018
<ul style="list-style-type: none"> ■ ensure the programme of staff professional development provides effective coaching, support and training for all staff, to improve the quality of teaching and drive continuous improvement. 	29/06/2018

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

- implement a rigorous process of self-evaluation that uses challenging criteria to improve the quality of the provision.

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors completed two joint observations with the manager.
- The inspectors held meetings with the manager and the deputy manager.
- The inspectors checked evidence of the suitability of adults working in the setting, looked at relevant documentation and discussed the setting's self-evaluation and plans for improvement.
- The inspectors spoke to and took account of the views of staff, children and parents during the inspection.

Inspector

Anahita Aderianwalla

Inspection findings

Effectiveness of the leadership and management requires improvement

Systems to monitor the quality of the provision are not rigorous enough. There has been a very high turnover of staff and significant reorganisation within the nursery. The new manager is keen to drive improvement and is committed to addressing recent issues. She uses staff meetings well to promote team building, and this is beginning to improve staff morale. However, issues with staff deployment remain. Although ratio requirements are met, constant changes in staffing at the setting are particularly unsettling for children and their parents. Some staff are qualified and model good-quality teaching. However, coaching and development opportunities for mainly long-term agency staff are not effective as they have not been offered support. The arrangements for safeguarding are effective. Staff know whom to contact to report concerns about a child's welfare. Routine risk assessments are reviewed regularly and staff know how to minimise risks. For example, staff currently place chains and stoppers on large windows within the setting to avoid any accidents, and staff now monitor the temperatures of the rooms to help ensure that children are comfortable.

Quality of teaching, learning and assessment requires improvement

Weaknesses in the organisation and deployment of staff have a negative impact on the quality of teaching and learning. The quality of staff's knowledge and their ability to deliver good teaching are variable. Some staff engage and extend children's learning well as they play. For example, children excitedly experiment with paints to create new colours. In contrast, some agency staff struggle to sustain children's initial interest during play, in particular when working with pre-school-aged children. Overall, staff generally know individual children well. They complete regular assessments of children's learning and broadly plan for their next steps. Monitoring of children's progress is ongoing and the new manager has begun to identify gaps in learning and implement plans to address these.

Personal development, behaviour and welfare require improvement

In the main, staff work closely with parents to ensure children's individual routines are followed. Despite key-person changes, children throughout the nursery are happy. They move around confidently and enjoy their time in the setting. Staff nurture children's self-help skills and personal independence. All children benefit from daily outdoor play. Older children enjoy trips to the open fields where they excitedly explore the wildlife. Staff are positive role models who support children well as they learn to manage their behaviour.

Outcomes for children require improvement

Not all children make enough progress. However, despite weaknesses identified, some children progress well. Babies learn to communicate in different ways. For example, they join in with singing and play musical instruments together. Older children who are due to start school have developed the basic key skills they need. They communicate confidently and are able to write letters in their names. Toddlers carefully use safety knives to spread soft cheese on bread to make sandwiches, and show they are learning how to be safe.

Setting details

Unique reference number	EY342102
Local authority	Hertfordshire
Inspection number	1136862
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	172
Number of children on roll	156
Name of registered person	L & D Childcare Ltd
Registered person unique reference number	RP905703
Date of previous inspection	17 May 2017
Telephone number	01707 392999 or 07939 409574

Munns Farm Day Nursery registered in 2007. The nursery employs 36 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 2 and above, including one with qualified teacher status. The nursery opens Monday to Friday from 7.30am to 6.30pm throughout the year. The nursery provides funded early education for two-, three- and four-year-old children.

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