

Fountain House Farm Day Nursery

Fountain House Farm, Watton, Driffield YO25 9HY



Inspection date	1 March 2019
Previous inspection date	26 April 2018

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

Summary of key findings for parents

This is a provision that requires improvement

- Arrangements for the performance management of staff are not effective. Leaders do not focus consistently on making sure that all staff have a robust understanding of their roles and responsibilities. As a result, some staff underperformance is not tackled swiftly.
- Staff do not consistently provide younger children with clear messages about the importance of good hygiene procedures.
- At times, staff do not organise routines well for groups of younger children. This results in the two-year-old children being distracted on route to washing their hands before snack time. They are not consistently supported in healthy practices and to complete their tasks successfully.

It has the following strengths

- Children are happy and confident and form close bonds with staff. The key-person system is implemented effectively to help children settle and feel emotionally secure.
- Partnerships with parents, external agencies and other providers are well established. This contributes strongly to meeting children's needs.
- Leaders and staff monitor the progress of individual children and use this information effectively to plan next steps for children's learning.
- Children's physical development is supported well. For example, they enjoy regular outdoor play and exercise sessions.

What the setting needs to do to improve further

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

	Due date
develop staff coaching and supervisions to ensure that all staff fully understand their roles and responsibilities.	22/03/2019

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

- improve support for younger children to build on their awareness of what contributes to a healthy lifestyle and why it is important to practise good hygiene procedures
- enhance the organisation of group routines, for example preparing for snack time, to help younger two-year-old children to have the best possible experience.

Inspection activities

- The inspector engaged in discussions with staff and children throughout the inspection at appropriate times. She held meetings with the nursery provider and the two deputy managers.
- The inspector viewed all areas of the premises used by children. She observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked at documentation, including public liability insurance, policies and procedures, and the suitability checks of staff.
- The inspector carried out a joint observation with a deputy manager. She discussed the self-evaluation and the impact this has on the nursery with the provider.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Caroline Stott

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Leaders demonstrate a secure knowledge of safeguarding and wider child protection issues. Staff have a suitable awareness of the potential signs of abuse and neglect. All staff access regular safeguarding training and first-aid training. Leaders complete regular staff supervision meetings that focus on the overall quality of teaching and monitoring children's progress. However, coaching and supervisions are not robust enough to ensure that all staff fully understand their roles and responsibilities, for example on the wider aspects of safeguarding children. Nevertheless, the impact on children's safety is minimal as staff know what to do if they have any concerns regarding a child's welfare. They know to record and report any concern to leaders. The provider has made some improvements since the last inspection. For example, an appropriate recruitment process and induction procedures are in place. This helps to ensure staff are suitable to work with children. There is a strong commitment to improve the nursery provision through setting targets and action plans.

Quality of teaching, learning and assessment is good

The majority of the staff are well qualified and use their good understanding of child development to plan a wide range of enjoyable learning opportunities that keep children motivated to learn. Children are provided with good opportunities to develop their language skills. They gain a love of books, and staff promote stories well. Older children enjoy developing their own story using props. Staff skilfully ask questions to inspire children's thinking further. Children respond well and demonstrate that they have their own ideas and imaginative skills. Younger two-year-old children join in with familiar rhymes and use actions and signs well. Staff working with babies clearly articulate single words. Babies respond with excited babbles and many vocal sounds.

Personal development, behaviour and welfare require improvement

Children's well-being is not always given the highest priority. For example, staff working with the two-year-old children do not consistently support children's good health. Some routines, for example providing a clear procedure for use of the bathroom in readiness for snack time, are disorganised. This results in some children not washing their hands or having their noses wiped. Nevertheless, children are secure on the premises. Staff lock all external doors to avoid unauthorised access to the nursery. Overall, leaders appropriately deploy staff so that they supervise children, ensuring they are within sight or hearing at all times. Children behave well. Staff use effective behaviour management strategies to promote positive behaviour.

Outcomes for children are good

Children make good progress in their learning. They are happy, confident and develop good relationships with their peers and staff. Older children learn to recognise letter sounds for their name and count well. Their mathematical and literacy development is supported well. Babies enjoy role play in the outside playhouse. Staff are responsive and sensitive to babies' individual needs. Children develop the skills and attitudes that they need to support their future learning as they move through the nursery and eventually on to school.

Setting details

Unique reference number	314630
Local authority	East Riding of Yorkshire
Inspection number	10089381
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 11
Total number of places	72
Number of children on roll	86
Name of registered person	Fountain Farm Children's Nursery Limited
Registered person unique reference number	RP535213
Date of previous inspection	26 April 2018
Telephone number	01377 270164

Fountain House Farm Day Nursery registered in 1997. The nursery is owned and managed by a private provider. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for 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.

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