

# Lavender Farm

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY339394
<b>Inspection date</b>	10 July 2007
<b>Inspector</b>	Jackie Nation
<b>Setting Address</b>	Moat Farm Childrens Centre, Brookfields Road, Oldbury, West Midlands, B68 9QR
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<b>Registered person</b>	Governing Body of Moat Farm Infant School
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Lavender Farm Nursery at Moat Farm Children's Centre is run by the governing body of Moat Farm Infant School. It opened in 2007 and operates from a self-contained building in Oldbury, Sandwell. All children share access to a secure enclosed outdoor play area. The centre serves children and families the local area.

A maximum of 106 children may attend the centre at any one time. There are currently 183 children from birth to under eight years on roll. The centre is open each weekday from 08:00 to 18:00 for 50 weeks of the year. The provision also runs a wrap around service for children during school term times and out of school provision during school holidays. The centre supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The centre employs 23 members of staff. Of these, 20 hold appropriate early years qualifications. The centre receives support from the local authority early years team.

The children's centre offers training for parents, stay and play sessions, advice and drop in sessions, outreach work, health and family support and parents groups, determined by local needs.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children stay healthy because good health and hygiene practice is promoted throughout the nursery. Children learn about the importance of good personal hygiene through well established daily routines. Older children know why they wash their hands and require limited supervision while using the bathroom. Babies and younger children become familiar with hygiene routines whilst having their nappies changed or when having their face and hands cleaned at meal times. Good arrangements are in place for the safe and hygienic preparation of milk feeds for babies, with a dedicated kitchen for this purpose. Staff set a good example to children as they follow effective procedures and practices and promote good standards of hygiene at the setting. Staff ensure that effective procedures are in place for changing nappies, cleaning equipment and providing individual bedding for children, this helps to minimise the risk of cross-infection. High standards of cleanliness are maintained in the nursery. These measures ensure children are kept safe from the spread of infection.

Children's health care needs are supported appropriately with policies and procedures which work in practice. For example, if they require medication, have an accident or become unwell. The nursery obtains written consent from parents to seek emergency medical advice or treatment. A member of staff is on duty that is qualified to administer first aid and therefore respond appropriately to accidents should they occur. There is a policy in place about the exclusion of children who are ill or infectious. This supports children's health and well-being.

Children are well nourished and all aspects of their individual dietary needs are discussed with parents and information about any specific needs are recorded. Very good arrangements are in place for the provision of nutritious and appetising meals and snacks for children. Children's meals are freshly cooked on the premises each day and promote healthy food options. This has a positive impact on children's health and well-being. Drinks are provided at meal and snack times and drinking water is accessible to all children throughout the day to ensure they are sufficiently hydrated.

Babies and young children rest and sleep according to their individual needs. Daily routines and activities for older children ensures a balance of energetic play and opportunities to enjoy quiet activities. Children enjoy physical exercise and playing outside in the fresh air. The outside area is used to its full potential to help support and contribute to a healthy lifestyle. For example, by using the outdoor area as an extension to the playrooms. A good range of resources support children's physical development and helps them learn a wide range of skills. However, the opportunities for children in the two to three year room to climb and balance are limited. All children move around the outdoor play area safely and with confidence, they are able to adjust their speed and direction to avoid obstacles and each other.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming, safe and secure environment. They are cared for in age-appropriate groups where they are able to move freely and independently around the playroom. Children are cared for in bright and creatively decorated playrooms. Around the nursery there are a number of notice boards displaying children's work and posters, this contributes to the welcoming feeling. In each room equipment is arranged to provide children

with sufficient space to move around activities. Staff make good use of both the floor and table tops to enable children to play with varied toys or take part in activities. The organisation of the playrooms and use of appropriate resources helps children to become independent and explore their environment in a safe manner. Children use a very good range of child size furniture, equipment and toys that are appropriate for their purpose, of suitable design and condition and well maintained. Good attention is given to cleaning toys used in all rooms to make them hygienic and safe for children to use.

Children play in an environment which is effectively organised and where potential hazards have been assessed by staff. Staff are vigilant and supervise the children well. Daily room checks are carried out and the outdoor area is checked for safety before children play outside. The setting has good security precautions in place and access to the premises is closely monitored by close circuit television. Visitors to the setting are required to show identification and sign the visitor's book. Effective procedures are in place for the safe collection of children from the nursery, parents are asked to keep the nursery informed of any alternative arrangements. Children are developing an understanding about safety in the setting, for example, evacuation procedures are practised with the children and this helps them to learn how to react in an emergency situation. Children understand the necessary boundaries in place to keep them safe because staff discuss safe practices with them as they use toys and equipment during their play.

Children's welfare is further protected by staff's sound knowledge and understanding of child protection. Most staff have attended child protection training and understand their role and responsibility to protect children in their care. The child protection policy is shared with parents.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time in nursery. The environment is welcoming and the friendly approach of staff provides a relaxing atmosphere for children to learn. This results in children being happy and settled. Those who are new to the setting are helped to settle by staff that are sensitive towards their individual needs. Babies respond well to the staff's gentle responses, smiles and praise during play, care routines and meal times. They benefit from routines which are consistent with their home experiences and have a strong bond with their key worker. Staff provide a good range of experiences and activities for children. Most of the activities are child-led and follow their interests, this helps children engage in their play and absorb the learning opportunities provided for them.

Babies have the opportunity to explore a variety of natural and man made objects available in 'treasure baskets'. Their early development is supported as they begin to roll, crawl and attempt to stand up and take their first steps. Babies and younger children are able to explore their senses as staff plan a range of creative activities for them to take part in, for example, painting and foam play.

The organisation of 'continuous play provision' enables older children to access a very good range of activities and experiences during their day. Learning intentions are identified and staff provide a range of play and learning opportunities for children to enjoy and achieve. These are based on children's interests and ideas. Staff use their observations and assessments of children to help plan appropriate activities for the next steps in children's development and learning. Children are involved in a broad range of activities which support their language, mathematical thinking and imagination. They enjoy looking at books in the book corner, playing in the role

play area, using the computer, they sing with enthusiasm and like to dress-up. During activities staff ask questions that make children think, for example, they talk to the children about shape, colours and numbers. Children show a strong sense of belonging to the group as they greet each other and staff on arrival. Children are developing some personal independence, for example, in dressing and personal hygiene. All children are self-assured in their play and confident to try new experiences in a supportive environment. They are sociable and readily engage their peers, staff and visitors in conversation and play. Children are extremely imaginative, they make up their own games, enjoy dressing-up and taking on varied roles and different characters.

Staff have a good understanding of the range of experiences and activities to enable all children to make good progress in all areas of their learning and development. Within the setting there are many opportunities for children to develop their independence and self-esteem as the environment is arranged with activities and resources which encourage this. All rooms are organised to create specific play areas and this enables children to initiate their own play and gives them the opportunity to be spontaneous, creative and imaginative. Children behave well, they are learning to share and have respect for each others' feelings. Staff intervene appropriately with positive strategies when behaviour issues arise, these are usually related to sharing or taking turns. Children willingly help tidy away toys when requested.

Children interact positively both with their peers and staff. Children make positive relationships, they play well together. Staff interaction with the children is very good, staff are positive role models to the children. They work directly with the children and give them good support and direction, for example, staff play at the children's level, on the floor or sitting in the home corner, they sit at tables where children may need more help and work with children on a one to one basis.

### **Helping children make a positive contribution**

The provision is good.

Children are respected and valued as individuals. All children are welcomed into the setting and staff know the children well. Staff are very aware of their individual needs and preferences and this helps children feel secure and settled. Individual care plans ensure children's needs are met. Children's understanding of the wider world and diversity is developing through the use of positive images resources, such as puzzles, books and outings in the local community.

Staff with responsibility for children who have identified special needs have a sound knowledge of the procedures and recognise the importance of establishing good relationships with parents and other professionals. This ensures children with special needs are included in all aspects of play and make good progress. Good consideration has been given to sources of support for children with English as an additional language.

Good behaviour is valued and encouraged. Staff consistently challenge any unwanted behaviour in a calm manner and children respond well. Staff encourage children to adopt a caring attitude, listen to each other and share both space and toys. They praise what children do well and this contributes to children having a positive self-esteem and helps them to become confident.

Partnership with parents is good. A good range of information is gathered at the admission stage, this includes details of children's specific needs, care needs and parents' preferences. Parents are provided with daily written feedback on their child's care and routine and there are opportunities each day for parents and staff to exchange information. Helpful information

about the provision is available for parents, this includes information displayed on a notice board, a prospectus and policy documents. Parents are kept informed of their child's development and progress through regular discussions and meetings. Each child has their own 'scrap book' with photographs of their progress through the involvement in activities. Parents speak positively about the setting, the care routines and the friendly and knowledgeable staff team.

### **Organisation**

The organisation is good.

Children are happy and settled being cared for in individual base rooms with their peer group. There is plenty of space for children to relax and play in comfort. Children benefit from being cared for by a dedicated staff team who have a high regard for their well-being. The key worker system ensures staff are aware of children's individual needs, provide continuity of care and share information with parents. This helps children feel a sense of belonging and increases their feeling of security. The organisation of the nursery works well. Staff work well as a team and this contributes to the smooth operation of the day. There are number of ancillary staff who work at the centre who effectively support the nursery with regard to catering, cleaning and maintaining the premises. All of the regulatory records are in place. Registration systems for children, staff and visitors are maintained effectively. An employment policy is in place and the recruitment and selection procedure is sufficiently rigorous and robust to show how staff are selected and vetted for their positions.

The setting evaluate practice issues and support staffs ongoing professional development by offering regular training. They are clear about their aims and objectives and have used the self evaluation form to identify the strengths and weaknesses of the centre. The setting are committed to improve the quality of care for all children and improve the outcomes for children. Frequent discussions with staff, appraisals and staff meetings assist with monitoring and evaluating the quality of care provided for all children. Overall the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- extend opportunities for children in the two to three year room to promote their physical development, for example, climbing and balancing.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)