

Home Farm Day Nursery

Inspection report for early years provision

Unique Reference Number	EY346878
Inspection date	11 August 2008
Inspector	Sylvia Crawford
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Registered person	Swanbourne House School
Type of inspection	Integrated
Type of care	Full day 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Home Farm Day Nursery registered in 2007. It operates from a range of converted buildings in the grounds of Swanbourne Estate. The nursery serves children living in both the local and wider catchment areas.

Within the main premises, there are three dayrooms, toilets for children and staff including disabled facilities, a kitchen, an office and a staffroom. There is a separate baby unit adjacent to the main building. Children have access to several enclosed outdoor play areas.

A maximum of 58 children may attend the nursery at any one time. They currently have 87 children on roll who attend for a variety of sessions. Of these, 24 children receive funding for early education. The nursery opens Monday to Friday 51 weeks of the year, from 07.30 until 18.30. The nursery supports children who speak English as an additional language.

The nursery employs 18 members of permanent staff and five relief staff. Of these, 14 have early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because staff follow effective procedures and practices which meet the children's physical, nutritional and health needs. Adult support and guidance helps children gain an understanding of good hygiene procedures and to be self sufficient, for example, children know they must wash their hands after using the toilet and before eating. Nappy changing routines are good as staff always use gloves and aprons and wipe down changing mats after use. These effective procedures contribute well to minimising the risk of infection amongst children. Suitable and accessible first aid resources are in place within the nursery. A number of staff have first aid qualifications. Effective procedures for the administration of medicine and how to deal with accidents are in place. This includes written parental agreements and clear records of any medicine administered and accidents that occur. This good practice ensures that children receive the appropriate treatment if they are unwell or injured.

Children's meals and snacks are nutritious and varied. They enjoy home cooked meals each day and at snack time children select from a wide variety of fruits. This helps to promote children's health and physical growth. There are clear and stringent systems in place to protect children with special dietary needs and to ensure food is suitable for them to eat. Children receive regular fluids during the day to ensure they are not thirsty. Mealtimes are treated as social occasions when children sit together with the staff who encourage them to eat well and have good table manners.

Children develop their physical skills in daily indoor and outdoor experiences. They have very well planned outside play in the garden areas where there is an extremely good range of resources. This gives them opportunity to engage in physical activity, and get plenty of fresh air, both of which contribute to their good health. The outside play areas can be either separate for the individual rooms or opened up so that all children can play together. This works very well in practice and children enjoy the opportunity to play with siblings or children of different ages. Consequently, children learn to be careful when the babies are crawling about and to treat others with respect.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in premises that are welcoming, secure and child-orientated. Rooms are bright and very well decorated with children's artwork on display in all areas. This contributes to children's sense of achievement. Children use the areas available to them confidently and are able to select from a wide range of good quality toys and equipment. Resources are suitable and sufficient for the age and developmental stage of children in the nursery and staff check them regularly to ensure that they remain safe and are stored appropriately.

Risks of accidental injury to children are minimised because staff are vigilant and use regular risk assessments to reduce potential hazards. Staff have a good understanding of how to achieve a balance between freedom and setting safe limits. Children learn to keep themselves safe as they are reminded about possible dangers, for example, they know they should not run in the base rooms. Children practise fire drills regularly and have a good understanding of what to do in an emergency. There is an extremely secure procedure in place for children's arrival and departure from the setting.

Children are protected because staff have a good understanding of their role with regard to child protection. They understand the clear policy, procedures and lines of communication to follow if they have concerns about a child. Parents are made aware of the staff's responsibilities through displays and the written policy, which is freely available.

Helping children achieve well and enjoy what they do

The provision is good.

Staff have a high regard for the well-being of all children, giving good levels of individual support, care and concern. Consequently, children form good relationships with the adults and other children within the nursery. Staff are skilled at settling in new children and reassuring parents; they are attentive to individual care needs and are supportive of children who are having difficulty in settling and may be distressed. Staff demonstrate a very caring and nurturing approach with all children, which contributes to their sense of belonging. Staff make good use of the Birth to three matters framework to ensure that the needs of younger children are met. They use baby signing with the younger children and this prevents frustration and supports their emerging language. Consequently, children are well cared for in a warm and inviting environment with staff giving lots of cuddles and encouragement.

Older children talk confidently about their home life and family to staff as well as unfamiliar adults. Children are comfortable in the daily routine and they are learning to concentrate and persevere with the support and encouragement of staff. They initiate their own games, for example, playing in the home corner or building ramps for their bikes in the outside area. However, children are not always given sufficient opportunities to develop their independence skills.

Children are learning to distinguish between right and wrong and are taking turns and sharing. Staff use every opportunity to extend children's language and consequently children's communication skills improve. Children move from room to room within the nursery, as they grow older and progress and each move is carefully planned by staff, in consultation with parents, to meet individual children's needs.

Nursery Education

The quality of teaching and learning is good. Children are making good progress in all areas and benefit from the positive interaction and good use of staff questioning during free play and activities to support their learning. Staff have a good understanding and knowledge of the stepping stones and early learning goals and how children develop and learn effectively. Staff use a range of methods to help the children to progress and children's individual needs are addressed because the key workers know their group of children very well. Detailed planning helps to promote children's learning and staff make regular observations and record their achievements. However, staff are not clearly recording children's next steps in learning and using them for future planning.

Children show a sense of belonging as they confidently greet each other and the staff on arrival. They are good listeners and communicators and most are able to speak at group time and answer questions from adults they meet. Children are developing a sense of time and place as they talk about what they have done at home and what they will be doing at nursery today. Children are encouraged to use their senses in a variety of ways, including listening to music. They are prompted to tidy up by the use of a particular piece of music. Children enjoy looking at books and handle them with care. They share them with staff and together in small groups

as well as the large story group. Children are developing their understanding of other cultures through themes and the opportunity to play with good quality resources.

Children learn to use numbers, to count and understand shape and size through planned activities. However, staff do not offer sufficient opportunities for children to use calculation, for example, when giving out the cups at snack time or when children go outside. Children are gaining good levels of hand/eye coordination through activities that allow them to use tools and smaller pieces of equipment such as scissors and shape cutters. They make marks using different implements, including paintbrushes and pencils but there are limited opportunities for them to use mark making in everyday activities, for example, in the home corner.

Children are beginning to understand about the world around them. They enjoy watching life on the farm through the strategically placed windows in the fence. They particularly like visits to the farm and watching the farm animals. Recently, the children were very excited when the farmer brought one of the chickens into the nursery for them to see. The children are now in the process of planning what to plant in their new garden area. Children learn about the wider world as they celebrate festivals and play with a good range of resources that depict diversity and promote positive images. They have use of a computer to promote their skills and knowledge of technology.

Children show good imagination and use role play to practise what they know and to extend communication skills. They have access to a variety of activities that help them develop their creative play and evidence of their hard work can be seen in the bright and colourful displays. Children know their primary colours and are able to use a variety of textures and mediums, for example, paint, glue, sand and shredded paper. They have the opportunity to explore new experiences, for example, using a mixture of different media to make a flower picture. Children have regular everyday opportunities to physical and/or outside play and there is a wide range of resources available. The nursery policy is to go outside to play whenever possible and children have the opportunity to use a free flow system from indoor to outdoors and between the play areas. This encourages the children to explore, to play with other children and talk to different staff. Consequently, children are confident happy and have fun.

Helping children make a positive contribution

The provision is good.

Children are cared for by staff who know them very well and work with parents to meet individual children's needs. Staff are skilled at settling new children and they take positive steps to ensure all children are included fully in the life of the setting. The nursery has effective arrangements to care for children with learning difficulties and/or disabilities although none currently attend. They effectively support some children who have English as an additional language. Children's awareness of diversity and the wider world is promoted through the provision of positive images, a good range of resources and relevant activities, for example, celebrating festivals.

Children understand responsible behaviour; they know the rules of the nursery and work harmoniously with others. Staff support children to distinguish between right and wrong and they promote good behaviour through lots of praise and encouragement. Children are encouraged to share, to have respect for one another and for the nursery as a whole, for example, they all help to tidy up. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Staff maintain a good relationship with parents and this contributes to children's well-being. All parents spoken to at the inspection found the staff

approachable and happy to discuss their child's progress. They were all very happy with the care their children receive at the nursery. Parents are given information in a variety of ways, for example, on the notice boards, at parent's evenings and through letters. Staff exchange good quality written and verbal information with parents about the setting's activities and their child's development each day. Children are cared for in line with parents' wishes and staff respect babies home routines. Children are able to share their achievements with parents inside the nursery through the attractive displays of their work. Parents receive information about the curriculum and the weekly plans are on display. Staff share children's developmental records with parents to support continuity of learning. Parents understand how they can make a complaint and the nursery keeps a complaint record, however, this does not meet the criteria in the updates to the National Standards.

Organisation

The organisation is good.

Children are welcomed into a well-organised nursery environment with a good daily routine. The setting is brightly decorated with posters, displays and children's artwork, making it inviting and comfortable. Space is used well for all age groups and allows children to play confidently and appropriately. The very good organisation of the groups, their sizes and staff deployment contribute to children's good health, safety and enjoyment. The adult to child ratio positively supports children's care, learning and play. The key worker system works extremely well, it provides the children with a sense of belonging and ensures that their individual needs are met and that they are all making good progress.

The recruitment and vetting procedure is effective and ensures children are well protected and are cared for by staff with knowledge and understanding of child development. Staff complete a stringent induction period, which enables them to quickly understand their role and responsibility in the nursery. Children's welfare benefits from the staff's interest to update their qualifications and they regularly attend training and workshops. All required documentation on the children is kept, including parental consents. They are regularly updated to ensure children receive continuity of care.

Leadership and management is good. This contributes to children's good progress towards the early learning goals. A strong staff team works very well together to meet the children's needs. They have regular staff meetings to share information and plan for future themes and events. Management have a very good understanding of their role and responsibilities and support staff both professionally and personally. The manager is a very good role model and gives clear directions to improve the outcomes for children. She monitors and evaluates staff performance and the nursery education through a variety of means including regular staff meetings and annual appraisals. This constant self evaluation ensures that the nursery continues to grow and develop. The setting 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.

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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):

- provide more opportunities for children to improve their independence skills
- ensure that the complaints record meets the criteria in the latest changes to the National Standards.

The quality and standards of the nursery education

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

- develop more opportunities for children to practise mark making and writing for a purpose during everyday activities and extend opportunities for children to develop their counting and calculation skills
- enhance the planning of the curriculum, by ensuring that the next stage of children's learning is recorded and used to guide planning.

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