

# Home Farm Childrens Nursery

Inspection report for early years provision

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EY377251

**Inspection date**

15/10/2009

**Inspector**

Liz Margaret Caluori

**Setting address**

Homewood School, Ashford Road, TENTERDEN, Kent,  
TN30 6LT

**Telephone number**

01580 764 222 ext 226

**Email**

nursery@homewood.kent.sch.uk

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Home Farm Children's Nursery Ltd has been registered under the current registration since February 2009 following a change of name. The group has been in operation in a converted building in the grounds of Homewood School, Tenterden, since its original registration in 2002.

The nursery is registered on the Early Years Register to care for a maximum of 36 children from birth to the end of the early years age range at any one time. There are currently 55 children on roll attending on either a full or part time basis. The nursery is open each weekday from 8.00am to 6:00pm for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery employs 12 members of staff of whom 10 hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are extremely happy and settled as they play and learn in the safe, comfortable, child-centred environment. A high commitment to continual improvement and effective self-evaluation has begun to result in improved services for children. Their individual interests are competently addressed and their welfare needs are met. The positive partnerships with parents and carers, and the relationships developing with other professionals support the staff to provide consistent, coordinated care.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- improve the organisation of written risk assessments to more clearly indicate the level of risk and those who may be affected
- increase the involvement of parents and carers in identifying the next steps for their child to enable them to contribute observations from home which can be used to monitor progress and plan activities
- consider focussing future attention on raising the level of décor within the baby room to match the rest of the setting

## **The effectiveness of leadership and management of the early years provision**

Effective procedures are in place to protect children. Staff have attended training to enable them to recognise the potential signs and symptoms of abuse and there is a clear written policy which outlines the procedure for reporting any child protection concerns. This includes the process to be followed should an allegation

be made against a member of staff. A range of safety precautions have been implemented as a result of the risk assessments which take place. The setting maintains the required written records of risk assessments although these tend to indicate the action to be taken rather than showing clearly how the risks are identified and who they may affect. Thorough recruitment procedures ensure that children are cared for by suitably qualified and vetted staff. Older children are given good support to learn how to keep themselves safe as they listen well to the advice and guidance given by staff, for example, they understand why they must not run in the playroom. Babies and younger children respond well to the calm, warm contact and interaction of staff. Tired or unhappy children are given cuddles and attention which is generally very effective at helping them to settle. Staff are skilled at determining when babies need additional attention to feel safe and secure.

The committee, manager and staff team work together very effectively and are committed to maintaining continual improvement. A good deal of reflection and evaluation takes place and the views of all staff, parents, carers and children are sought to ensure that the settings' strengths and weaknesses can be identified. A number of improvements have recently taken place as a result of consultation with parents and carers including a review of the tea time menus.

Children gain great benefit from the focus given to promoting positive relationships with their parents and carers. This helps them to settle easily and supports staff to provide care which is consistent and coordinated. In addition to being provided with a comprehensive set of policies and procedures, parents receive regular newsletters and notices which ensure that they are aware of the day to day events within the nursery. Information about children's individual progress is also shared with their parents and carers through 'Keepsake' books which contain photographs, written observations and examples of children's work. Parents and carers are given information about ways that they can support their child at home but this tends to relate to topics and themes within the setting rather than focussing on their child's specific needs. The setting is beginning to implement arrangements to work with other professionals who are involved in delivering the Early Years Foundation Stage to the children.

The care and attention taken to identify and address children's individual likes, dislikes and developmental needs enables the staff team to provide an inclusive environment in which all children are free to join in activities, express their views and opinions and learn respect and tolerance of others. Toys, wall displays and activities promote positive images of different people from throughout the community and wider world. For example, children take part in adult lead activities to look at different lifestyles such as Travellers, Maoris, Artic Intuits and Native Americans. There are also resources which reflect people with disabilities. Staff are currently learning how to use sign language in order to improve communication with the younger children and to work with children with a hearing impairment and those who speak English as an additional language.

All required documentation is maintained and this is generally well ordered and up to date. Storage systems are efficient ensuring that information can be obtained easily.

## **The quality and standards of the early years provision and outcomes for children**

Children thrive in the positive, stimulating and hugely fun atmosphere created within the nursery. Overall, they play in a bright, child-centred environment and have access to an extremely good range of resources. The room used for babies has many attractive features but does not quite match the inviting environment created in the pre-school and toddler rooms. This is, however, compensated for by the enthusiastic, friendly and very caring staff.

Children in all rooms are making good progress as a result of the effective systems in place to assess and monitor their progress. They take part in a broad range of activities which cover all areas of their learning. The older children demonstrate extremely high levels of imagination. They enjoy putting on spontaneous shows, playing in the home corner and creating expressive and individual artwork. They enjoy the freedom that they have to explore their environment and confidently select the activities that they wish to take part in. Staff very competently supervise the rooms, identifying when their intervention is appropriate to extend children's play and when to stand back and just observe. Children are developing wonderfully high levels of general knowledge and speak confidently about a wide range of interesting topics. They play very cooperatively with their friends and benefit from the encouragement they receive to share and take turns.

Children are developing a very good knowledge and understanding of the world. They are given good support to learn about their local environment. They enjoy looking at the animals in the farm adjacent to the nursery and are also able to take part in practical skills such as cooking. The opportunities that children have to develop their social skills, to make choices and to develop independence help to prepare them for the future. In addition, they have access to electronic toys and computers, which also supports their transition to school.

A strong focus is placed on providing a healthy environment for children to play and learn. Children are beginning to understand the importance of good personal hygiene. They routinely wash their hands before eating and after using the toilet. Older children are also becoming extremely independent in their toileting and dressing. Very regular opportunities exist for all children to play in the fresh air and to engage in physical games. Babies and toddlers are given a good level of support to develop their mobility and older children run, climb and use ride-on toys with increasing confidence. Children enjoy nutritious snacks and meals which are planned to reflect their individual dietary requirements. Children are not routinely involved in serving food but meal times are very sociable and older children confidently use cutlery, pour their own drinks and tidy their plates and bowls away. Drinks are available for children at all times. Appropriate procedures are in place to care for sick children and to administer medication. Staff with first aid training are present at all times and the required accident and medication records are maintained.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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