

The Farmyard Nursery

Inspection report for early years provision

Unique reference number

EY359234

Inspection date

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Inspector

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Type of setting

Childcare on non-domestic premises

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*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The Farmyard Nursery opened in 2007 and operates from a converted barn in Ashburnham, Battle. A maximum of 24 children on the Early Years register may attend the nursery at any one time. The nursery is on the compulsory and voluntary parts of the Childcare Registers although not currently registered for children of that age. The nursery is open each weekday from 07.30 to 18.00 for 50 weeks of the year. All children share access to the enclosed outdoor play areas and regularly make use of the surrounding countryside for walks and helping with the care of the nursery animals.

There are currently 60 children aged from birth to under five years on roll. Of these, 15 children receive funding for early education. Children come from a wide catchment area. The nursery currently supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs seven members of staff, a cook and has access to bank staff. Of these, all hold appropriate early years qualifications and some are undertaking further training. One member of staff is training towards Early Years Professional Status and one member of staff has Qualified Teacher Status.

Overall effectiveness of the early years provision

During its first year in operation, the nursery has established clear and cohesive working practices which support children's all round development. Staff have successfully created a calm, caring environment. Whilst opportunities for exploratory play are sometimes limited, children are progressing well in all areas of their learning. Effective self-evaluation procedures have been put in place and are beginning to influence future planning.

What steps need to be taken to improve provision further?

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

- improve children's privacy when using the toilet
- improve children's opportunities to gain knowledge and understanding of information communication technology (ICT)
- develop the opportunities children have to explore and investigate independently
- develop practices to improve inclusion and the involvement of parents, carers and others in children's learning and development

The leadership and management of the early years provision

The setting maintains all required records and documentation for the safe and effective running of the setting. Policies and procedures are clear and understood by staff. These include child protection, complaints procedures and health and safety. In addition, detailed written risk assessments are carried out on the resources and activities within the setting, and also in the outdoor play area. As a result, children are safeguarded and their good health is promoted well. Robust recruitment procedures are in place. There is a good ratio of qualified staff, deployed effectively across the nursery.

The setting effectively promotes equality of opportunity for all children and, as a result, their care needs are well met. Whilst children's individual likes and dislikes are understood by staff, these are not always being used to plan for their learning.

The setting's self evaluation identifies strengths and weakness and these are used to devise action plans. All staff are involved in these processes through regular consultation and staff meetings. They confidently contribute their ideas to the management team.

Staff maintained positive and friendly relationships with parents and carers. They receive a good amount of information about the routines and day to day life of the setting. Parents have regular opportunities to speak with the staff and their child's key person; daily diaries are also used well. However, the information shared tends to relate to care issues more than the child's learning development. Effective systems have not yet been established to encourage them to contribute to the planning to meet their child's learning needs. In addition, they are not routinely involved in the self-evaluation process within the nursery. Similarly, communication has not yet been established with other providers delivering the Early Years Foundation Stage (EYFS) to ensure progression and continuity of learning and care.

The quality and standards of the early years provision

Children are making good progress towards the early learning goals, supported by planned and purposeful play. There is a good mix of indoor and outdoor activities on offer. Staff make good use of the rural setting to support learning, for example, children speak enthusiastically about an activity to measure trees. Whilst the quality of adult input is very good, at times there is slightly too much adult direction. This reduces the opportunities for children to explore and investigate independently. This is also limited by the lack of resources for information communication technology.

Planning clearly shows intended learning for the group and regular observations by the staff are used to assess children's individual needs. Parents and carers are informed about their child's day and given ideas for activities at home. However, these are not necessarily linked to their own child's learning needs. In addition, parents are not encouraged to directly contribute with observations from home.

The management and staff team demonstrate a good understanding of their need to meet the welfare requirements of the EYFS. They are skilled at planning activities to support children's all round development but are less confident in the area of

promoting their economic wellbeing. Children's health is promoted well with the provision of nutritious home cooked meals that use locally sourced ingredients. For example, some of the vegetables are grown in the garden with the children's help.

The setting is well equipped, safe and secure. The environment has been thoughtfully designed to be bright and stimulating whilst enabling children to have easy access to resources. Although the toilets are easy for children to use independently, the open do cubicles not provide sufficient privacy. Despite this, children are well supported to develop good self care skills. Behaviour is well managed and children show respect and concern for others. They also care for the nursery animals and have recently enjoyed bottle feeding orphaned lambs.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.