

Bents Farm Day Nursery

Inspection report for early years provision

Unique reference number EY410711
Inspection date 02/06/2010
Inspector Shazaad Arshad

Setting address Bents Farm, Norland, SOWERBY BRIDGE, West Yorkshire,
HX6 3RP

Telephone number 01422 834 014

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Bents Farm Day Nursery opened in 1995 and has re-registered as a limited company in April 2010. It operates from three playrooms in a converted farm house and barn and is situated in Norland, on the outskirts of Halifax, in West Yorkshire. The children have access to large outdoor play areas. A maximum of 78 children may attend the setting at any one time. The nursery is open each weekday from 7.30am until 5.30pm throughout the year.

There are currently 105 children aged from birth to five years on roll. Of these, 33 children receive funding for nursery education. The setting is registered on the Early Years Register and both parts of the Childcare Register. Children attend from the local community and surrounding areas. The nursery currently supports children with special educational needs and/or disabilities. There are 17 members of staff employed to care for the children, most of whom have early years qualifications to Level 2 or 3. There are two members of staff that have completed the BA (Hons.) degree in Early Years and they are now working towards the Early Years Professional Status qualification. The nursery receives support from the local authority. They have achieved the Investor in People Award, and a quality assurance Step Two award with the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development and their welfare is effectively promoted. The setting has adopted the model of promoting a mixed-age grouping throughout all aspects of the settings. The approach works well as children make secure attachments with their key family and capitalize on the differences in the experience, knowledge and abilities of all the children. The outdoor area of the setting is exceptionally well used. Strong and positive partnerships between providers, parents and other agencies ensure children's individual needs are met. The setting owner is very focused and lead staff ensure a secure foundation for the setting to embed good practice. The setting has completed Stage Two of the Steps Into Quality Scheme and self-evaluation arrangements reflect the commitment to continuous improvement. The nursery owner has a strong commitment to continuous improvement of the nursery in order to bring about improved outcomes for children. The setting fully promotes an all inclusive practice in all areas of their service to children and parents.

What steps need to be taken to improve provision further?

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

- continue to develop the resources and equipment around information, communication and technology
- ensure large group story times are suitable for the ages and stages of

development for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded very effectively because there are rigorous procedures in place to ensure all adults are sufficiently qualified and robustly checked. There are secure and sensible policies and procedures to protect children if there are concerns about their safety. Staff have a sound understanding of how to protect children. The setting uses the services of outside contractors for devising health and safety documentation. This includes the procedures for regular risk assessments, and daily checks are completed by staff to ensure that all aspects of the provision are safe for children.

The setting has successfully achieved completion of the Stage Two quality award scheme and are now starting the final stage. The day-to-day organisation of the nursery is well managed. The effective deployment of staff contributes to the positive experiences provided for all children. Staff have designated roles and responsibilities and the double key worker system for each child ensures that children receive a stimulating level of care and support. An effective system to monitor and evaluate the provision means that areas for improvement are identified and an action plan put in place to enable the provider to make changes where necessary. For example, the setting has successfully addressed all the previous recommendations. The organisation of the learning environment is good and challenges children to explore activities and experiment with interesting and stimulating resources. As children freely access a wide range of exciting toys and materials they begin to make decisions and choices about their own learning. The setting has some wealth of displays and there are plenty of resources that reflect the diversity of people in the local community and the wider world.

The nursery owner has established a secure foundation to embed good practice and she ensures staff share and understand her vision for the future of the nursery. Staff are consolidating their practice, plus knowledge and understanding of relevant policies and procedures, with the support of regular supervision, opportunities for further training and via staff meetings.

Staff have developed good relationships with parents and carers. There is a good two-way flow of information regarding children's progress and daily routines. Parents are able to obtain information on their child's development through selecting a key worker, talking with key worker staff, viewing children's developmental records or attending parents' social events, which include the monthly 'Wednesday' club. Parents also complete annual questionnaires, receive the family pack containing valuable information on policies and are asked to contribute to their children's learning through systems which include monthly learning sheets. The working relationships with other professionals involved with the children care are effective, particularly in regard to supporting families and children with learning difficulties and/or disabilities and promoting an inclusive service.

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

The setting provides an environment that replicates a home-from-home environment. Staff ensure children are making good progress in their learning and development supported by an educational programme which meets most of their individual needs. Staff have a sound understanding of the Early Years Foundation Stage and plan activities and experiences for children based on the model of mixed age grouping. They make effective use of strategies that allow children to observe and initiate a wide range of skills. For example, children are able to find companions among their peers who match, complement or supplement their interests in different ways.

The staff provide children with a range of different play experiences in a calm and relaxed atmosphere. All the play opportunities are in line with the Early Years Foundation Stage. The outdoor area provides children with a wealth of opportunities to explore and enjoy. It is very well used in all weather conditions. Children thrive in the vast outdoors as the space, layout and resources are excellent. For example, there is garden sensory area, physical play equipment area, vegetable garden and several farm animals. Children enjoy planting activities and have recently planted strawberries and numerous vegetables. Therefore, they are developing an understanding of nature through first hand experiences. Children also learn about sustainability in the environment as they take part in different recycling projects. Children of mixed ages enjoyed an exciting and competitive session of football in the outdoor area. Children enjoy balls, balancing beams and different riding equipment, therefore, developing their physical skills and coordination skills. Children settle well and enjoy their time at the setting. They are not separated from their siblings and are free to choose their area of play. The focus of learning is centred on children's personal and social development. As such, younger children are very capable and participate and contribute to far more complex activities. For example, they handle the butterflies they have nurtured very sensitively and make attempts to remember the names they have given them. Older children spontaneously change the way they speak to suit the age of the younger children and they demonstrate good cognitive skills. Children are encouraged to make choices from a range of activities, such as free painting and art activities. This was evident through the range of creative displays of children's work throughout the nursery. Children can identify different numbers and confidently share what they know. There are good opportunities for children to access different ranges of writing materials.

Children benefit from opportunities to play independently or in group games; children are becoming aware of turn taking and developing a positive attitude towards sharing. Staff communicate very well with children and develop close relationships. Staff interact and talk to children in a friendly manner. Staff provide children with different creative activities daily. They enjoy different hands-on experiences and develop an understanding of textures. The indoor area is equally very stimulating and currently being developed further with the addition of a pre-school room. Indoor children can access a wide range of different play opportunities, such as role play, puzzles and games. During circle time children

listen to a story on 'Mr Crocodile' and most enjoy the enthusiastic way it is read to them. However, due to the size of the group and the mixed age range, some younger children become restless and lose interest.

Children's development in problem solving, reasoning and numeracy is sound. They demonstrate understanding of different concepts, such as heavy, light, large, small and can count from one to 10 and beyond. Children also enjoy number songs, which help them develop an understanding of simple addition and subtraction. Staff get involved in the children's play and make it a more meaningful experience. For example, staff take part in the water play with children in the outdoor area. Children enjoy different play opportunities that are age appropriate and interesting. Staff openly praise the children for their achievements. This helps children develop positive self-esteem and self-worth. Children are well behaved and enjoy being with each other. Staff are very skilled in distracting children and get them engaged in listening games to help manage their behaviour. Staff know the children very well, including their likes and dislikes.

Staff have a flexible approach towards children's learning and provide adult- and plenty of child-led play experiences. Staff provide play materials for boys and girls, which are accessible to all children promoting inclusive practice. There is a range of play materials that reflect positive images of different cultures and disability. Children are becoming aware of people that help us in the community, through outings and visits from different services. Children have access to some equipment around technology and programmable games. However, staff have identified the need to extend resources around information, communication and technology.

There are systems in place for gathering information from parents in relation to their children's starting points and additional needs. Curriculum planning is completed. Staff complete observations on children and use details to plan the next steps of children's learning. Staff work very well with each other for the management of the children as they freely move around the setting areas. This contributes to working in partnership with parents and impacts positively on children. Staff have implemented a system for gathering information from parents in regards to children's starting points and the key persons use the information to help children settle and get familiar with the setting. They complete baseline assessment on children and use information to update children's progress reports. They make effective use of the parents' notice board, detailing feedback from recent and upcoming events. In addition, they make effective use of the annual appraisals of parents' questionnaires, for example, installing a secondary lower level handrail from the first floor playroom to the lower floor one. There are systems in place for recording accidents and medication administered to children. However, not all accident forms are completed with sufficient details.

Children's safety is given the highest priority and staff ensure, through their skills and abilities, that younger children are not overwhelmed by older and more competent children. Staff maximise the potential benefits of the age mix by encouraging children to turn to each other for explanations, directions and comfort. For example, children help to put on their sun hats and creams and talk to the other children about keeping safe in the sun. Children's health is protected through the clear procedures in place for caring for children who are unwell. For

example, there are clear procedures relating to illness, contact with animals, toileting, nappy change and meals. Staff talk to children about the benefits of healthy eating and provide children with nutritious meals and snacks, such as fresh fruits. The menus have been devised with the aid of guidance from a nutritional expert and the setting employs a cook. Children have access to drinking water throughout the day. During outdoor play water is brought out so children can access this independently, therefore, developing their self-help skills. Staff effectively promote good hygiene practice with children. For example, children wash their hands before and after meals. Staff follow good practice around nappy changes. For example, they use disposable gloves and aprons. This helps minimise the spread of infection and protects children from cross-infection. Children also learn about oral hygiene as they brush their teeth after eating.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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