

Mohair Centre Holiday Playscheme and Nursery

Inspection report for early years provision

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Inspector	Alison Weaver
Setting address	Chiddingly, Whitesmith, Lewes, East Sussex, BN8 6JG
Telephone number	07901 595789
Email	jacky_webb@hotmail.com
Type of setting	Childcare on non-domestic premises

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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*.

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.

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Description of the setting

Mohair Centre Holiday Playscheme and Nursery opened in 1996, with the nursery unit opening in 2011. It operates from a number of small buildings situated on a farm in Chiddingly. The nursery unit opens five days a week all year round. The nursery opening times are from 8am to 6.00pm. All children share access to secure enclosed outdoor play areas and parts of the farm. The holiday playscheme operates every school holiday for five days a week from 8.30am to 6.00pm.

The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 54 children may attend at any one time. They currently take no more than 12 children in the nursery unit. There are currently five children on roll in the early years age range. The provision provides funded early education for three- and four-year olds. The provision also offers care to children aged over five years to 11 years. Children come from a wide catchment area. The setting supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery unit employs three staff. All of the staff, including the manager, hold appropriate early years qualifications. The holiday playscheme employs four core staff, all of whom hold appropriate playwork qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have a wonderful time at the stimulating farm setting where they enjoy time caring for the animals. They also enjoy their time in the well equipped nursery play room and outdoor play area, although the outdoor area is not fully resourced for young children. Children make good progress in all areas of learning due to skilled interaction by staff. The introduction of an assessment system enables staff to plan effectively to meet the individual needs of children, although this is not fully embedded. Children's safety, health and well-being are promoted well in the robust daily procedures implemented by staff. Good links with parents and other providers enable them to be involved in meeting individual children's welfare needs and continuing their learning. Management and staff are very focused on helping all groups of children make good progress. They make use of ongoing reflection and evaluation in order to continually improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the outdoor play area as a stimulating learning environment for the

- nursery children
- develop further the observation and assessment process to identify individual children's learning priorities and to inform future planning.

The effectiveness of leadership and management of the early years provision

Staff show a good understanding of safeguarding procedures. They are fully aware of their responsibility to report any concerns they have to the appropriate authority in order to safeguard children's welfare. The management has robust recruitment and induction procedures that help ensure staff are suitable to work with children. High priority is given to keeping children safe and secure at all times around the farm site. Comprehensive risk assessments are carried out regularly and reviewed as needed. Ongoing assessing and monitoring of safety is an important part of the setting's procedures. Staff also spend time helping children learn about the safety rules and how to keep themselves safe. All other required documentation to help promote children's welfare is in place and well maintained. There is a good range of written policies that are shared with staff and parents to help with the smooth running of the setting.

Staff are deployed effectively so that children are well supervised at all times. Children are safely escorted to the different animal pens and areas on the farm. Overall, the play areas and farm environment are used well to support children's learning and children clearly benefit from the farm experience. However, the outdoor play area has not been fully developed as a stimulating learning environment for younger children as it largely contains equipment suitable for the holiday play scheme.

Staff work closely with parents to give individual children the support and care they need. They obtain helpful information from new parents about their child's interests, abilities and family background. They use this information as a starting point for the child to help them settle. Staff are aware of the need to respect and value each child's home background and language in the setting. Resources and activities are used well to promote all children's understanding of diversity and a positive attitude to differences.

All parents are encouraged to share what they know about their child with staff. Good use is made of the daily diary to keep parents well informed about their child's welfare and achievements. Staff are forming effective links with other providers who share the care and education of children to promote continuity in their learning. Staff have good procedures for identifying a child's need for additional support as early as possible. There are robust systems in place for seeking external support and advice to enable every child to achieve and receive the care they need.

The staff team show a realistic view of the setting's strengths and areas needing further development. They work well together as a team and are committed to continual improvement. Training is encouraged to help promote each member of staff's skills and knowledge. The opening of the new nursery unit is being used as

a positive opportunity to review policies for the whole childcare setting, to ensure they reflect the current working practice and improve safeguarding procedures.

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

Children quickly settle when they arrive at the setting due to the warm care and support of adults. They are quickly distracted by their favourite activities while their parents leave. Children show a strong sense of security and safety as they leave an adult's side to explore their surroundings. The nursery room is welcoming and attractive with plenty of interesting and challenging resources for children to choose from. Children's independence is promoted well as they make their own choices from accessible low storage units. They enjoy the freedom to go outside and safely explore the world using their senses. They like to play in water and make rain makers with different materials. Children have fun exploring natural objects such as cones, feathers and pebbles. Adults promote children's language skills well, as they ask them questions about what the objects feel like. Children talk about what they are doing and learn to use new words. They learn to problem solve as they play with small world resources, for example, working out how to fix the toy ladder to the farm building. They concentrate well as they play and develop the skills they need for their future learning.

Children build very positive relationships with adults and enjoy cuddling up with them on the sofa to look at books together. They begin to form good relationships with peers and learn to share resources and take turns. They behave well. Any incidents that arise, with regard to disputes over toys, are handled calmly and sensitively by adults. Children learn to take on responsibilities, as they help to do jobs such as mixing the milk powder for the animals and filling the water bowls up. They show they are developing good physical skills as they pour the right number of scoops into the bowl and use a whisk to mix in the powder. Children help to fill up the bottles and feed the animals with them. They turn on the taps to fill the water bowls and carry them into the cages, carefully and safely negotiating the step. They thoroughly enjoy caring for the lambs, goats and rabbits. They show a fascination as they sit quietly watching the guinea pigs coming out of their houses to eat and drink.

Staff interact well with children and actively promote their learning as they play. They challenge and extend children appropriately so that they make good progress. Staff are in the process of building good observation and assessment systems; these will enable them to successfully identify learning priorities for each child to help them continue to make progress in their learning and development. Staff plan and provide fun activities that interest the children and make very good use of the farm activities to widen children's learning experiences.

Children develop a good awareness of the importance of good personal hygiene when moving around the farm. They adopt very good hygiene practices and quickly follow the everyday routines that help to keep them in good health. Children learn about what is good to eat as they grow their own vegetables on the

nursery allotment. They eat healthy meals and have easy access to drinking water when they get thirsty. Children engage in a wide range of fun physical activities outdoors.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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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

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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