

# Fun Farm Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY376557
<b>Inspection date</b>	19/01/2009
<b>Inspector</b>	Anne Barnsley
<b>Setting address</b>	Fun Farm Day Nursery, Stephenson Road (Off Station Road), North Hykeham, Lincoln, LN6 3QU
<b>Telephone number</b>	01522 695553
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<b>Type of setting</b>	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

Fun Farm Day Nursery is privately run and has been registered since 2008. It is registered to cater 38 children in total. It provides provision for 20 children from two to five years and for 18 children under two years. There are currently 28 on roll in total. The nursery opens from 08.00 until 18:30 each week day for 50 weeks of the year excluding bank holidays.

The nursery operates from a building on the outskirts of the city of Lincoln, Lincolnshire, and adjoins a

large soft-play area. It is accessed at ground level through wide double doors. There are stairs leading up to the baby and toddler rooms. The nursery has a large car park for staff and parents. There is a secure, well resourced outdoor play area for children.

The nursery has a total of nine staff of whom eight have childcare qualifications. The nursery receives funding for nursery education and works closely with the local authority.

## **Overall effectiveness of the early years provision**

Children's overall welfare and learning needs are promoted well at Fun Farm Nursery. There is an inclusive approach which is promoted through the excellent partnership that has been established with parents, support agencies, advisory services and in part, with other settings that children attend. The staff and management demonstrate a dedicated commitment to continuous improvement through sharing a clear vision and ethos for quality. The regularly evaluating the strengths and weaknesses of the provision.

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

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

- develop systems to enable links in children's learning and development to be made with all other settings that children attend.

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

During the short time since the nursery was registered the progress the staff have made is commendable. The staff team appraise their own practice regularly and produce intelligent assessments of the strengths and weaknesses of the nursery provision. All staff share a clear vision and ethos and are extremely well supported by knowledgeable managers who are excellent role models. All staff are keen to continue to develop their skills. They participate in planned training and attend staff meetings to exchange ideas and value each others areas of expertise. Policies and procedures for the safe and efficient running of the nursery are professional and are written extremely well. They are implemented thoroughly by all staff.

Parents are highly valued and respected by the nursery staff. A tremendous effort has been made to make parents feel welcome and to keep them extremely well informed and included in the care and learning of their child. They receive comprehensive and up-to-date information about the provision in the form of welcome packs and a prospectus. Further to this the walls of the nursery are adorned with information about the care and learning programmes that take place. The information is supported with photographs of children being cared for and engaging in play. This brings the information to life and is extremely well presented with great care and attention to detail. Parents are invited to 'meet and greet' events where they can meet other parents and talk to staff about their child's learning journeys. These events are organised extremely well by staff who have arrangements in place with the adjoining soft play centre so that children can play happily while parents chat to each other and staff. Extremely effective systems are in place to enable parents and staff to share information about each child stage of development and their changing and developing needs. Key person staff are very well informed about each child they primarily care for and additionally know all children in the nursery personally. Parents are regularly asked for their feed back through the use of questionnaires. Staff take the views of parents very seriously and have effective systems in place for ensuring that any improvements to practice can be dealt with immediately if raised.

Staff have a good knowledge of safeguarding procedures and both managers have attended training, although updating this is currently being arranged. The safeguarding children policies, procedures and practice form part of the induction process for all staff so that they have a clear understanding of their duty of care towards all children. Effective systems and safety measures are in place when people visit the nursery and recruiting and vetting of all staff is thorough so that children are safeguarded.

## **The quality and standards of the early years provision**

Children in this nursery are extremely happy and confident. They have a consistent routine each day with which they are familiar. As a result they are secure and confident to plan how they wish to spend their time. Staff actively pick up on children's interests and support children very well. The staff are caring and interact warmly by praising and recognising children's efforts as achievements. The older children are assigned a key person who knows about their individual needs. Babies and toddlers are assigned a main key person who knows about their home routines, favourite comforters, preferred ways of sleeping and what they like to do. They are also assigned a second key person in the event of staff absence. Liaison between staff is very good. Babies are played with on the floor and cuddled frequently. Soft music plays in the background and creates a homely atmosphere. They have a well resourced sleep room away from the nursery so that they can sleep undisturbed. Regular checks are made of the babies while they sleep so that they are safe and feel secure should they wake. There is also a camera in the toddler room that immediately alerts staff if a child wakes.

The health needs of children in the nursery are met to an exceptional standard. All children who require a rest or sleep have their own bedding to reduce the risk of cross-infection. The nursery has stringent cleaning procedures and sickness policies in place to further reduce the risk of cross-infection. Children are provided with well balanced nutritional snacks and home cooked meals each day and plenty to drink so that they do not become thirsty. Children brush their teeth after meals and learn about personal hygiene. Older children are encouraged to do this for themselves as they develop their independence, and babies and toddlers are fully involved by helping to get their own nappies, for example. Children have plenty of fresh air and exercise on a daily basis in the well resourced outdoor area or when taken out and about on walks in the local area. On occasions when the weather conditions prevent outdoor play, children make use of the soft play centre where they can be active.

Children with additional learning or physical needs are welcomed into the nursery and catered for well. A special educational needs coordinator or SENCO is appointed and additional support is arranged if necessary. Staff make every effort to work in partnership with other professionals and parents to ensure the individual needs of children with additional learning or physical needs are met. A system has yet to be introduced for making links with all other settings that children attend to ensure that every child's learning journey is consistent and any gaps in their learning can be identified.

Children are eager to learn and to engage in activities. They are listened to well by staff who join in with children's individual choices and extend their learning, skills and vocabulary through purposeful conversations and interaction. The nursery has a strong ethos of learning through play and developing children's interests in learning through enabling choice. Resources are accessible to children to promote this and children are confident to ask for alternative activities if they want something else. This is a well resourced nursery with good quality equipment, both indoors and outdoors. The resources and planned activities provide children with scope to broaden their skills and learning and provide stimulating experiences that fully occupy children. Children are making good progress in their learning in all six areas. This is a print rich environment that encourages children to use books, develop their early writing skills and to enjoy writing materials in their role play. An example of this is using the role play area as a Chinese restaurant, reading the menu and taking orders for food. Children use technology well such as CD players, programmable toys and the computer. Children show a clear understanding of the purpose of the mouse and are capable and precise when they use this. They enjoy choosing different programmes on the computer and show pleasure in the interactive abilities of the characters. Children are learning basic mathematical concepts well such as counting, size and measure. Early knowledge of science is being fostered and understood through activities about winter. Children learn about ice bergs and see how water becomes ice and they learn about different countries and climates that extends their understanding of the wider world, geography and nature. Children can choose to play outside whenever they wish. Their personal preferences are highly respected by staff. Children are given small responsibilities within their

group such as being snack monitor and being the pet carer who is called the farmer. This respect and inclusive practice fully promotes children's personal, social and emotional development. They learn to make friendships, learn about the care of other living things, have confidence in making their own choices and also how to contribute to and work harmoniously as a group. Children in this nursery have a strong sense of belonging and have an eager disposition towards active learning.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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](http://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**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.