

Yorley Barn Nursery School

Inspection report for early years provision

Unique reference number	EY417342
Inspection date	25/08/2011
Inspector	Deborah Kerry

Setting address	Yorley Farm, Upper Road, Little Cornard, SUDBURY, Suffolk, CO10 0NZ
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Telephone number	01787227144
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Email	contactus@yorleybarnnursery.co.uk
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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

Yorley Barn Nursery was registered in 2010 and is privately owned and run. It operates from a converted building in a rural part of Sudbury in Suffolk. The secure enclosed outdoor area is used for outdoor activities. The setting is accessed via a step.

A maximum of 26 children aged between two years and under eight years may attend the nursery at any one time, all of whom may be in the early years age range. The nursery is open from 8am to 6pm each weekday for 48 weeks per year. The nursery closes for two weeks during August and over the Christmas period. The nursery provides funded early education for three- and four-year-olds. There are currently 39 children attending who are within the Early Years Foundation Stage. The nursery has strategies in place to support children with special educational needs and/or disabilities, and children who are learning English as an additional language. Care is also offered to children aged over five years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs nine members of staff. Of these, five hold appropriate early years qualifications, with one member of staff working towards an appropriate early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare, learning and development in the Early Years Foundation Stage is effectively enhanced by the staff. Children's individual learning needs are fully understood and through regular observations undertaken by staff their interests and the next steps in their learning is clearly identified and included in the planning. The setting has excellent relationships with parents so that children's learning and development can be fully supported in most areas. The staff seeks support and advice from other professionals to ensure that children's individual needs are fully understood and enhanced. The nursery has clear, robust procedures in place to evaluate and monitor their excellent practice on a regular basis.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing partnership working further to provide opportunities for parents to share their children's achievements from home and add comments to their progress records.

The effectiveness of leadership and management of the early years provision

The nursery has comprehensive policies and procedures regarding safeguarding children in place to ensure children's welfare and safety is fully enhanced. Staff are fully aware of their responsibilities regarding safeguarding children. There is clear information available should they have any concerns which are displayed ensuring that children's welfare is effectively promoted. The nursery has effective procedures for the emergency evacuation of the premises to ensure that children's safety remains a high priority. The emergency evacuation of the premises is practised on a regular basis on different days. This ensures that all children learn how to keep themselves safe in an emergency. Comprehensive risk assessments include all areas and equipment to reflect the nursery's commitments in ensuring children are effectively protected from any potential hazards for both the inside and outside areas, resources and equipment accessed by children. Children are taken on regular walks within the local community to explore and develop their understanding on their environment. Staff undertake comprehensive risk assessments which include all aspects to fully promote their safety.

Staff have developed excellent relationships with the parents of children that attend; they are kept fully informed about their child's learning and development through comprehensive daily verbal feedback. They speak very highly of the care and learning provided for their children and the excellent progress that they have made in their learning and development. Parents are kept fully informed about the provision through the notice board in the entrance. Copies of the nursery's comprehensive policies and procedures are made freely available to parents. They are very pleased with the regular meetings held with their child's key person to view and discuss their child's learning journey record each term. Children's learning journey records are made freely available for parents to view at any time. However, parents do not always add comments about their child's interests and learning at home to their learning journeys, so that they are fully involved with their child's learning. Through the regular cluster meetings with other early years providers the staff have developed excellent relationships so information on children's learning and development can be exchanged on a regular basis if children attend any other settings. This ensures that all those involved are kept up-to-date with their progress and development. Parents are provided with a questionnaire each year so feedback can be obtained on their practice on areas for development to ensure that their needs continue to be met.

All teachers from schools in the local area that children will attend are written to and invited in to meet the children who will be starting in the new term. This is highly effective in helping children to become familiar with people linked to their new school; the nursery also has resources boxes with photographs and school uniforms so children can see their new surroundings to help them to settle. When children leave staff ensures that all progress records are passed onto the school so that a full history on children's learning is known. When children start at the nursery they are provided with a key person to help them feel extremely secure

and settled. Children have a trial visit before they start; this is effective in ensuring that staff can gain an understanding on their individual capabilities.

Over half of the staff hold early years qualifications or are undertaking training. The nursery holds regular staff meetings where areas of practice are discussed with a view for improvements. Weekly meetings for ideas to support children's learning and development are discussed and planned for, to ensure children continue in making superb progress in their learning. All staff have input with ideas on areas for development and complete a questionnaire each year on their already exemplary practice. The self-evaluation form is updated on a regular basis to reflect the nursery's high commitment to maintaining continuous improvement. The comprehensive range of policies and procedures are regularly reviewed and updated in line with any changes to staff exemplary practice. All staff are supported with their continuing professional development by the owner of the nursery so that their knowledge can be extended to further enhance children's learning and development.

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

Children are provided with a variety of healthy foods at snack time to promote their health and development. Parents provide a packed lunch for children who stay all day which children place in the designated fridges on arrival. Children are involved in deciding when they eat their snack as this is made available over an extended period during each session. This promotes their independence and shows that their views are valued and included. Children access large equipment in the outside play area freely, fully supervised by staff. This enables them to enjoy a range of physical play activities where they can climb, jump and ride to actively enhance their physical development. Children have access to a private wood, where they can climb, dig and explore in line with the forest schools provision to help children learn and explore their environment. Children have planted flowers and vegetables in raised beds; they collect the eggs from the chickens which they use in the nursery for cooking activities; they collect and help to prepare the vegetables to eat at snack or for tea. This helps children to learn first hand about eating foods to promote their healthy growth and development. Children have developed a positive attitude around effective personal hygiene routines as they know that they wash their hands before eating, after using the toilet and touching the animals.

Children are actively engaged and show high level of involvement and interest in undertaking a wide variety of activities throughout the sessions. There is a member of staff with additional qualifications so that children with special educational needs and/or disabilities can have their individual learning needs understood and fully supported. Children learn about the wider world and other cultures and beliefs through a range of activities and celebrations undertaken throughout the year. There is a display on different beliefs that the children have celebrated. Children have access to a range of resources that reflect our wider society. Staff use Makaton sign language with children and these signs are also

displayed around the setting. This ensures that all children are included and can participate fully in the activities available. All resource boxes are labelled with both photographs and words to enable all children to make free choices on additional resources, so that they are all able to be fully included, meet their individual needs and interests regardless of their backgrounds or ages. There is a range of low-level open storage units which enable children to self-select to effectively promote their independence.

Children are learning expected codes of behaviour, as they display good manners to each other and staff and their behaviour is exemplary during the sessions. Staff effectively supports children in learning how to share and wait for their turn with resources and when playing games together. Children help to tidy away resources and this helps them to learn respect for their environment and how to care for their resources. Children have free access to a wide variety of resources and tools to draw, colour and paint and have opportunities to write for a purpose both inside and in the covered outside play area. They access pencils, chalks and brushes to draw and develop their pencil control. Children have opportunities to solve problems as they experiment with volume as they fill and empty containers during water play, they watch as the water runs down the guttering fixed to the fence. Children access a range of textures and manipulative resources; they have access to play dough and experiment with paint as they make hand prints. They use scissors with control as they cut out pictures to make collage to develop their creativity. They build and construct with a variety of resources and with staff help put together the train track. Children compare and match shapes and colours as they group objects together and complete puzzles. Staff ask the children questions and give them instructions to follow. This promotes their thinking skills and develops their speech and language skills. Children enjoy playing games on the computer and use the mouse with skill and control; they enjoy watching children's programs which all help to develop their understanding on technology.

All staff have an excellent knowledge of the Early Years Foundation Stage and work together to plan a range of activities around individual children's interests to enhance and fully support their progress. They undertake regular observations on children to identify their interests with the next step in their development are clearly identified. This is noted in their learning journey records and children's individual learning needs are included in the weekly plans. Staff plan separately for children under two to ensure that their individual learning needs are fully enhanced and supported. The planning includes a mix of adult- and child-initiated activities to promote children's individual interests and to effectively enhance their learning. Children's records show what they can do, have achieved and are clearly linked to the six areas of learning and show how children are making excellent progress in their development.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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