

# — \_ Cranbrook Independent Nursery and Pre-School - The Farmhouse

Inspection report for early years provision

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<b>Unique reference number</b>	EY330795
<b>Inspection date</b>	11/03/2009
<b>Inspector</b>	Jacqui Lloyd / Joanne Lindsey Caswell
<b>Setting address</b>	The Farmhouse, Horley Road, Charlwood, HORLEY, Surrey, RH6 0BJ
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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

The Farmhouse - Cranbrook Independent Nursery and Pre-School has been registered under its current management since 2006, although it has been an established day care facility in the area for many years. The nursery is situated in a rural area of Charlwood, Surrey. The nursery is part of the Cranbrook group, which has a number of other day care and out of school facilities in Surrey and West Sussex. The nursery is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register to care for a maximum of 48 children aged under eight years. There are currently 109 children on roll aged from six months to five years.

The nursery is open Monday to Friday for the core hours from 08.00 to 18.00. An extended hours service is provided from 05.00 until 23.00, for children up to the age of eight years, by prior arrangement. This service is available seven days a week, throughout the year with the exception of Christmas Day, Boxing Day and New Year's Day. During the core hours, care is provided for children aged up to three years. There is a fully enclosed garden available for outside play. The nursery premises are a listed building and as a result of the age and layout of the building, not all areas are accessible.

A team of 13 staff work with the children. Of these, 11 staff hold recognised early years qualifications.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children benefit from warm and positive relationships with the staff, which enables all children to feel valued and regarded as individuals. As a result, children are happy in the nursery and begin to develop positive attitudes towards learning. Most staff have a clear awareness of the Early Years Foundation Stage and assessment arrangements are being developed. Staff have regard towards self-evaluation procedures, although these are not yet fully developed. This has an impact on how the nursery consistently reviews its practice and identifies future areas for development.

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

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

- improve the use of regular effective self-evaluation to help staff review their practice and identify areas for further development
- develop the partnership with other early years providers to ensure information regarding children's learning and development is shared regularly and can be used to contribute towards planning and assessment
- improve the provision for creative activities by 1) reviewing the storage of creative materials to enable children to select their own media and 2) improving the opportunities for children to undertake creative activities of

- their own choice, which are not directed by adults
- improve the provision for children to access and use a range of technologies including programmable toys and Information, Communication and Technology equipment

To fully meet the specific requirements of the EYFS, the registered person must:

- inform Ofsted of any significant changes or events within the required timescales (Suitable people)

25/03/2009

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

The manager of the nursery leads a committed and experienced team of staff, many of whom have worked together for several years. As a result of this consistency, children feel safe and secure and staff are confident in their roles. Some weaknesses within the leadership and management of the organisation have resulted in some important aspects of the regulations being overlooked. For example, the setting has failed to notify Ofsted of all significant changes and events, such as the appointment of a new manager. In addition, self-evaluation of the setting is limited. Although some self-evaluation takes place, this is not completed on an ongoing basis and there are no systems in place to revisit evaluation or to review the effectiveness of this process. Consequently, some areas that have previously been identified for development are not always addressed.

Staff develop strong partnerships with parents and make every effort to ensure information is shared on a regular basis. In addition to daily communication books and a detailed verbal handover with parents and carers, staff use effective methods for ensuring they gather regular updated information from home. For example, staff use a six weekly 'All About My Child' sheet to obtain the information about children's developing interests, abilities and development. However, these partnerships are not extended to other early years settings that some children attend, as staff have not yet developed systems for sharing information about the children's learning and development.

Staff undertake regular observations and assessments of the children's progress and use this information to plan an interesting and varied range of activities. Staff are aware of the children's interests and incorporate these into the planning.

Children are kept safe within the setting as relevant risk assessments are completed and any identified hazards are made safe.

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

Children are very happy within the setting. They show great confidence and growing independence. Children enjoy and benefit from very warm and affectionate relationships with the staff. Children frequently approach staff for

cuddles and comfort and staff respond quickly and appropriately with warmth and kindness.

Children participate in an appropriate range of play and learning opportunities that enable them to make steady progress in their learning and development. Children have many opportunities to be physically active within the nursery in the 'physical room' and the outdoor play area. Children use large equipment, play with balls and hoops and have access to ride on toys. These all help children to develop their physical skills and contributes towards their healthy development.

Children communicate confidently and develop their language skills during all types of play and learning. For example, whilst enjoying sensory play, children are encouraged to describe the texture and use descriptive language, such as 'squidgy' and 'runny'.

Whilst there are some creative resources available to the children, opportunities for the children to be independently creative are limited. Many of the activities are strongly led by adults and involve the use of pre-cut shapes and templates. This can potentially inhibit children's creativity and discourage children from exploring their own ideas and interests. In addition, the current storage arrangements limit children's freedom of choice in selecting their own creative media as not all resources are readily available to them.

Children have some opportunities to develop their knowledge and understanding of the world, by celebrating different festivals and observing the changes in weather. However, the range of programmable toys and other forms of technology, such as computers, is limited and this restricts children from using these type of resources.

Children develop positive relationships with their peers and staff. They behave well and are sociable. Children are encouraged to become increasingly independent and from a very young age enjoy accessing the healthy snack and clearing away their own plates and cups when they have finished. Children are treated as individuals and encouraged to treat each other with respect and kindness. The extended hours service is particularly 'homely' and offers a relaxed and secure environment where staff are very aware of each child's personal needs.

## 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>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<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?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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?	3

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, Ofsted has received one complaint that required the provider to take action. This related to: the suitability of staff; staff qualifications and deployment; the system for registration of children; supervision of children; and security systems in relation to the collection of children. We carried out a visit to the provider to investigate these concerns. As a result of this visit, several actions were raised. These were to: ensure children are supervised by appropriately qualified and experienced members of staff at all times, including during the 'out of hours' service; improve the exchange of information and links between the settings known as 'The Farmhouse' and 'The Children's House'; ensure the safe and effective arrival and departure of children using both settings; and to ensure children are supervised at all times, with particular regard to bath time. Additional actions were raised regarding Child Protection policies and procedures and to ensure all staff receive training in safeguarding children and are familiar with the signs and symptoms of abuse. A response was received indicating that the actions had been appropriately addressed. The provider remained qualified for 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.