

# Munns Farm Day Nursery



Munns Farm Day Nursery, Munns Farm, Cole Green, HERTFORD SG14 2NL

<b>Inspection date</b>	17 January 2019
Previous inspection date	29 May 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager, owner and senior staff have worked in partnership with staff to prioritise actions and implement pertinent improvements. These sustainable changes have played a key role in the significant development of the nursery since the last inspection.
- The manager and owner support staff to complete further training and to put their new knowledge into practice. They now offer additional activities that aid children's early reading skills. For example, children enjoy making the sounds of letters and looking at how these form words.
- Staff build professional partnerships with parents. Parents report that they appreciate the good communication. For example, staff offer them practical information that enables them to understand their children's play and learning and build on this at home.
- Children follow the good example set by staff and show care and respect for one another. Staff support them well in learning to manage their behaviour. For example, they help children to discuss and resolve any disagreements.
- Improvements to the key-person system support staff in better understanding the needs of each child. They offer children challenging activities that support them in making good progress. Senior staff rigorously monitor this progress and quickly address any weaker areas.
- On occasion, during times of change, staff do not support children to engage fully in activities that help to extend their development.
- Staff do not consistently offer older children opportunities that support them in developing their skills in making marks and writing.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- enhance the procedures to engage children during times of change, for example when they are moving from one activity to another
- build on the opportunities that support older children in making marks and writing.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- An inspector completed a joint observation with the nursery manager. The inspectors talked with staff and children at appropriate times throughout the inspection.
- The inspectors held meetings with the nursery manager and the nominated individual, who is the owner. They looked at relevant documentation, discussed the nursery's self-evaluation and saw evidence of the suitability of staff.
- The inspectors spoke to a number of parents during the inspection and took account of their views. They also viewed written feedback from parents.

### Inspectors

Kelly Eyre

Naomi Brown

## Inspection findings

### Effectiveness of leadership and management is good

The manager and senior staff make good use of their qualifications and have successfully addressed the actions from the last inspection. They offer staff effective supervision and support them in developing their teaching skills. They continuously evaluate the nursery, taking account of the views of staff, parents and children when making improvements. Safeguarding is effective. Staff complete regular training. They have a good knowledge of the possible threats to children's welfare and fully understand how to report any concerns. All staff understand their responsibilities and correct ratios are maintained. The manager and owner ensure that all rooms are well organised and that staff are deployed effectively. There are appropriate procedures for the use of mobile phones and to store records confidentially. These measures further support children's safety and welfare. Appropriate procedures aid staff in working with other childcare providers to ensure that children's care is consistent.

### Quality of teaching, learning and assessment is good

Children enjoy many opportunities that support the development of their physical skills and encourage them to explore. For example, young children use toy cars and their fingers to manipulate paint under a film of plastic. They are fascinated as they press on this and see the colours combining. Older children eagerly discover toy dinosaurs while out on a muddy walk. They make dinosaur footprints and later work out how to make dinosaur feet using craft resources. Staff support children in developing their understanding of mathematics. For instance, older children enjoy the challenge of matching socks. They use the mathematical language they have learned as they discuss the sizes of the socks and talk about pairs. Staff assess the children well and use their interests as a way of building on their learning. Children's interest in hospitals is extended as they dress as hospital staff and explore a variety of medical instruments.

### Personal development, behaviour and welfare are good

Children are settled and comfortable and build secure bonds with their key person. All staff involved in children's care take time to understand their needs. For example, catering staff meet with parents to ensure they fully understand children's dietary requirements. Children enjoy sitting with staff to look through their assessment records, eagerly discussing the progress they have made. This helps to build children's self-esteem and their ability to understand their own learning. Children gain a good understanding of how to keep themselves healthy. For instance, older children talk about balanced diets and use pictures of food items to put together a 'healthy meal'.

### Outcomes for children are good

All children make good progress and develop the essential skills that support them when they start school. They learn to listen to one another and share their ideas. For example, children playing with sand work out how to transport this and pass each other the necessary scoops and containers. Staff interact well with children and help to ensure that all are included. These ongoing opportunities also support children who speak English as an additional language and those with special educational needs and/or disabilities, and they develop good communication skills.

## Setting details

<b>Unique reference number</b>	EY342102
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10091493
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	172
<b>Number of children on roll</b>	107
<b>Name of registered person</b>	L & D Childcare Ltd
<b>Registered person unique reference number</b>	RP905703
<b>Date of previous inspection</b>	29 May 2018
<b>Telephone number</b>	01707 392999 or 07939 409574

Munns Farm Day Nursery registered in 2007. The nursery employs 29 members of childcare staff. Of these, seven hold qualifications at level 2, and 13 hold qualifications at level 3 or above, including one who has qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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