

Manor Farm Nursery School

Netherhampton, Salisbury, Wiltshire, SP2 8PU

Inspection date	03/10/2014
Previous inspection date	08/03/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Parents are happy with the care their children receive.
- Staff offer children a range of opportunities outdoors to explore, develop their physical skills and promote aspects of their emotional well-being.
- Staff are welcoming to all and interactive positively to children with a warm and caring manner.
- Staff organise relevant and meaningful activities that help children learn about the natural world.

It is not yet good because

- Staff do not record the exact times of children's attendance, which is a breach of requirements.
- The key-person system is not well organised to ensure all children receive individual support. Systems to assess children's progress and share this with parents are not effective.
- Staff do not provide sufficient opportunities for children to independently practise early writing skills or to be creative. There are few natural resources to promote children's sensory exploration.
- Routines do not always provide opportunities for uninterrupted and independent play and learning, and staff do not always extend children's vocabulary.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to the owner, staff, children and parents.
- The inspector made observations in the baby room, toddler room and pre-school room and two outside play areas.
- The inspector looked through a sample of children's assessment and information folders and the planning formats in each room.
- The inspector sampled policies and procedures and staff information folders.
- The inspector conducted a joint observation with the owner.

Inspector

Louise Summers

Full report

Information about the setting

Manor Farm Nursery School originally opened in 1967 and changed ownership in 2001. It is privately owned and is one of two nurseries run by the same provider. It operates from a former school building in the village of Netherhampton, near Salisbury, Wiltshire. The premises consist of three buildings set in their own grounds. Access to the site is by several steps. Children attend for a variety of sessions. The nursery opens five days per week from 8.30am to 5.30 pm during school term times and there is also a holiday club.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for 40 children aged up to eight years. There are currently 57 children in the early year's age group on roll. The nursery is in receipt of funding for children aged two, three and four years. Staff support children with special educational needs and/or disabilities and children whom English is their second language. There are 10 staff who work with the children, of whom nine hold an appropriate early years qualification. The owner of the setting holds an early years professional status qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- keep a record of actual hours of attendance for children being cared for on the premises
- ensure that children are allocated a key person when a child starts attending the setting to ensure that every child's learning and care is tailored to meet their individual needs
- develop systems to ensure relevant information about each child's progress shared with staff and the key person when the child begins attending the setting
- improve the quality of teaching to ensure children have regular access to a range of creative materials and writing equipment to enable them to express themselves freely and practise their developing writing skills.

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

- review routines to ensure children have more time for child-initiated activities and uninterrupted play
- provide a wider range of real and natural resources to stimulate children and encourage exploration, investigation, problem solving and extend children's vocabulary.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Overall, children are happy to attend the nursery. Some parents say they are happy with the 'homely atmosphere' of the nursery. However, not all parents know who their child's key person is and do not always have the opportunity to talk to staff about their child's progress. Staff provide sufficient experiences to support children in their learning and development to help them make steady progress is made towards their early learning goals. Specialist teachers come into the nursery to help children to learn French, football skills and music.

Some staff make observations and assess children's progress well. However, this is not consistent throughout the nursery. Consequently, not all children's progress is effectively monitored and shared regularly with parents. Therefore, not all staff have sufficient information to best support children in their future learning.

Staff organise the outdoor areas to allow children the freedom to explore in grassed, tree-lined areas with large climbing equipment. Children also have access to a safety surface to ride bikes other ride along toys. These promote children's coordination, balance and physical skills as well as their emotional well-being as they learn outdoors. Staff provide opportunities for children to learn about the natural world. For example, children enjoy rides from a visiting pony and welcome the owner's dog, who visits regularly. Staff teach children how to care for the animals and treat them with respect.

The provider has attended forest-school training and children enjoy opportunities to in an enclosed 'learning house' when taking part in a forest activity session. Children enjoyed making potions with herbs, spices and petals, using sticks and wooden spoons to mix them with water. However, staff did not extend children's language opportunities by naming the herbs or describing the smells and textures of spices

Staff provide opportunities for babies to explore a few natural resources in treasure baskets. Babies enjoy this sensory experience although real and natural resources are limited and not always available to the children to provide richer learning experiences. Staff make creative activities available to children for some parts of the day. In addition, they can sometimes choose to write with chalks. However, free access to creative play and opportunities for children to practise early writing are limited. This means that children cannot always write for a purpose or use their imaginations freely. Children enjoy looking at books as they are easily accessible in all of the rooms for them to help themselves in cosy book areas. Two children sat comfortably with a member of staff outdoors to listen intently to a princess story that they had chosen. This helps children develop a love of books and promotes early reading skills.

Plans include a balance of child-initiated and adult-directed activities. However, on the day of the inspection, children were directed by the staff for most of the time to take part in activities planned by them. For example, they sat for prolonged periods listening to a member of staff talk about the number, letter, shape and colour of the week. Children took turns to talk and share the limited resources, such as the small sand tray, to write the number with their finger. This limits opportunities for children to investigate and become motivated learners. During the afternoon session children had a lot more flexibility and choice with a wider variety of resources on offer both indoors and outdoors to challenge them. For example, they enjoyed jumping on foam letter shapes and placing them in order to extend their understanding. Staff encouraged children to make shapes in the shaving foam to promote their physical development and pre-writing skills, as well as language development.

The contribution of the early years provision to the well-being of children

Staff are welcoming to parents and visitors and interactive positively in a calm manner towards the children in their care. Children form positive relationships with staff, overall. However, the children are not allocated a key person when they first start at the nursery. In addition, some children have a key person who does not always work on the days the

child attends. Consequently, secure attachments are not fully formed with a special member of staff in the early stages. Some children's attachment needs are not fully supported when they are distressed when separated from their parent.

Staff teach children to behave well and remind them of their expectation for behaviour during the session. Children are encouraged to use the toilet by themselves, when they are ready, promoting independence and teaching them to manage their own personal needs. Staff encourage children to think about their own safety. For example, they remind children to 'mind the step' when they go to get Wellington boots and jackets ready for outdoor play. Staff remind children to wash their hands when required, so they begin to learn about promoting their health. Staff help children to happily move up through the nursery by organising settling-in visits when they move into their new room. This enables children to be emotionally ready for their next stage of learning.

The learning spaces are welcoming and adequately resourced with some low-level shelves. This enables children of all ages to choose some toys and books independently. Children have free access to fresh drinking water and there are water cups available for the younger children to encourage their independence and support their personal needs. Staff prepare and serve a range of freshly cooked and healthy meals to promote children's healthy eating habits.

The effectiveness of the leadership and management of the early years provision

Staff keep premises safe and secure. They implement daily risk assessments to ensure children can play in safety. Staff have a sound knowledge of what to do in the event of concerns about a child's welfare. They implement the safeguarding policies, which are reviewed and updated annually. However, staff do not accurately complete the daily attendance register, which is a breach of the Early Years Foundation Stage requirements, as well as the related requirements of the Childcare Register.

The provider aspires to improve the practice and uses a self-evaluation form to show the focus on future developments. This includes making the outdoor area more accessible during the winter months. The provider and staff have met most of the recommendations from the previous inspection. For example, they have increased resources and books to help children develop positive attitudes to diversity and difference. The provider monitors the educational programme to make sure that children make steady progress. However, systems to assess children's progress are inconsistent. The key-person system is not fully effective for all children and sometimes activities are too adult-directed.

Staff are available to talk to parents about their child's day at the start and end of the session. Staff provide a daily care sheet for the parents of younger children, giving information about food and sleep. However, not all parents are provided with information about their child's progress. Parents are happy with the nursery and feel that staff are welcoming and approachable.

The owner holds staff supervision meetings on a one-to-one basis to share information confidentially and to support staff in their job role. However, not all staff have had the opportunity to undertake training to enhance the quality of learning and development for children. Staff seek advice and support from outside agencies to provide appropriate intervention for children with additional needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register).
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY344769
Local authority	Wiltshire
Inspection number	835084
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	57
Number of children on roll	57
Name of provider	Cherida Felicity Daniel
Date of previous inspection	08/03/2010
Telephone number	01722 743 978

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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