

Napley Lodge Farm Nursery

Napley Lodge Farm, Mucklestone Road, Norton-in-Hales, Market Drayton,
Shropshire, TF9 4AL



Inspection date

18 February 2015

Previous inspection date

14 April 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Teaching is not consistent across the setting. At times activities lack challenge and this hinders children's learning.
- Children are not well supported to improve their reading skills because staff do not use a consistent approach to teach children letters and the sounds that they make.
- The formal system of quality assurance at the setting has had little impact on improving the quality of teaching and learning for the toddlers in the 'Old Piggery'.
- The organisation in the baby room at lunchtimes does not ensure that the needs of the babies are consistently well met.

It has the following strengths

- The children regularly and routinely access the forest school, the farm and farm animals including cows, hens, lambs, and piglets. This enhances the children's enthusiasm for learning and the range of exciting activities available.
- Warm, trusting relationships are forged between children and staff. Children talk confidently about their friends, likes and dislikes and are developing their emotional resilience and self-esteem.
- Children are happy, motivated and enthusiastic learners. Most children are developing well in all areas of learning and have the skills and abilities expected for their age.
- Children's behaviour is generally good because staff make their expectations clear. The children take responsibility for making and implementing the rules for good manners and behaviour.

What the setting needs to do to improve further

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

- ensure that all children make the progress they are capable of by improving the rigour and effectiveness of quality assurance processes so that all teaching, including the teaching of letter and the sounds they make, is consistently good
- improve the deployment of staff and the organisation in the Baby Room to ensure that the needs of the youngest children are consistently well-met.

Inspection activities

- The inspector observed activities in the group rooms and the outside learning environment, including the forest school.
- The inspector held meetings with the nursery managers and spoke with staff.
- The inspector looked at children's assessment records and adults' planning documentation.
- The inspector checked evidence of suitability of all adults working with children, their professional qualifications and training undertaken since the last inspection.
- The inspector reviewed the effectiveness of improvements leaders have made since the last inspection and took account of plans for further improvement.
- The inspector took account of the views of parents; and those of children spoken to on the day.

Inspector

Deborah Jane Udakis

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The quality of teaching is not always good. Where teaching is effective, for instance in the pre-school room and during forest school activities, children make good progress in their learning. However, too often children in the 'Old Piggery' room are not sufficiently well-challenged or supported to make the progress they are capable of making. For instance, the teaching of phonics (letters and the sounds they make) was not well-planned or pitched appropriately at the children's stages of learning. Consequently, little learning took place. Leaders have introduced a system to assess the development and progress of individual children which is proving to be effective and is helping to identify gaps in children's learning. Most children start at the nursery with skills and abilities expected for their age. Staff target the next steps in learning and most children continue to make progress at expected levels of development. Parents' contribute to their child's learning. Written summaries and regular discussions take place with parents about the progress their child is making. The strong links with local schools helps to secure the move from one to the other. The children are prepared well for the next phase of their education.

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

Children develop a strong sense of belonging in this child-friendly and caring setting. However, on the day of the inspection, poor organisation in the baby room during lunchtime meant that babies were sitting in their seats waiting to be fed for over fifteen minutes. This resulted in two of the babies becoming upset and further delays in being fed. Generally, staff are very attentive to the physical and emotional well-being of the children. Consequently, children are predominantly happy and secure in the care of staff. Children are developing good awareness of healthy lifestyles as they routinely participate in physically challenging activities and enjoy nutritious, satisfying snacks and meals at the setting.

Staff have an appropriate knowledge and awareness of safeguarding procedures and steps to take if they are concerned about a child. Leaders take positive steps to ensure that all staff receive regular training to keep abreast of current safeguarding issues and practice.

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

The leaders are committed to continually improving the provision for the benefit of the children who attend. They have introduced a programme of quality assurance observations which is helping them to identify and set targets to address weaker aspects of provision. However, they acknowledge that more work is needed to secure good quality teaching across the nursery and to ensure lunchtimes in the baby room are happy and social occasions. The leaders make effective use of the Early Years Foundation Stage to support the practitioners' professional development during discussions in team meetings. Leaders and staff are well-qualified and experienced; their training and development remains a constant priority. Supervision and appraisal meetings take place and are used increasingly well to monitor and evaluate individual staff performance.

Setting details

Unique reference number	EY310660
Local authority	Staffordshire
Inspection number	1004701
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 22
Total number of places	72
Number of children on roll	87
Name of provider	D E & S E Furnival Limited
Date of previous inspection	14 April 2014
Telephone number	01630 674366

Napley Lodge Farm Day Nursery was registered in 2005 and is privately owned. It operates from converted barns situated in a working dairy farm in the village of Norton-in-Hales, near Market Drayton. The nursery opens Monday to Friday, all year round except for bank holidays, from 7.30am until 6pm. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently 13 staff working directly with the children, all have an appropriate early years qualification. Of these, one has Qualified Teacher Status, one has Early Years Professional Status, and nine hold early years qualifications to level 3.

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