

# Great Wood Farm Early Years Centre



Greatwood Farm, Ponton Road, Boothby Pagnell, Grantham, Lincolnshire, NG33 4DH

## Inspection date

17 August 2015

Previous inspection date

5 February 2011

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|--|-------------------------|--------------------|----------|
|  | Previous inspection:    | Outstanding        | 1        |
| How well the early years provision meets the needs of the range of children who attend |                         | Outstanding        | 1        |
| The contribution of the early years provision to the well-being of children            |                         | Outstanding        | 1        |
| The effectiveness of the leadership and management of the early years provision        |                         | Outstanding        | 1        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |                    |          |

## Summary of key findings for parents

### This provision is outstanding

- Children benefit from excellent, hands-on learning experiences as they explore the Forest school area. They hunt for snails, spiders and bugs. As a result, they demonstrate an exceptionally good understanding of the natural world and growth and development. They learn how to light fires and be safe around them.
- Children make rapid progress because staff have a very good understanding of how children learn. They accurately assess children's progress and plan and provide activities to promote their development. Children with special educational needs and/or disabilities receive excellent support from staff so that they make significant progress in their learning.
- The strong focus on helping children to acquire language skills means that children are excellent communicators and exceptionally confident. As a result, they are extremely well prepared for the next stage in their learning and their move to school.
- Children's behaviour is exemplary. Staff consistently reinforce rules and praise children who make good choices. This helps all children to have a clear understanding of the expectations and boundaries.
- Excellent safeguarding procedures are well known and implemented by staff, who place the utmost importance on ensuring children are extremely safe and secure at all times.
- Children form exceptional relationships with the staff who care for them each day. This means children's individual needs are always met extremely well and children form strong attachments with staff.
- Highly effective self-evaluation takes into account the views of staff, parents and children. This enables managers and staff to plan ongoing improvements that are specifically aimed at reflecting the needs of the children and their families.

## **What the setting needs to do to improve further**

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

- consider using more creative methods to more actively engage and fully involve all parents in their child's learning.

### **Inspection activities**

- The inspector completed a joint observation with the manager.
- The inspector spoke to parents and took account of their views.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff, safeguarding policies and procedures, and a range of other documentation.
- The inspector observed the quality of teaching and the impact this has on children's learning in the indoor and outdoor environments.
- The inspector discussed the methods used to review and evaluate the nursery.
- The inspector discussed the children's progress with their key persons.

### **Inspector**

Jane Rushby

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Staff place a strong emphasis on children learning through play, exploring their environment and being active. They provide children with an exceptional range of opportunities in the outdoor area that enables them to practise a wide range of different skills. For example, all children have access to a Forest school with a base camp where they can explore, experience and investigate. Staff have supported children to design and build their own sculptures which are displayed in the woods. Children have made a tyre swing and a balancing bridge from recycled materials. They learn about the world around them and develop a deep understanding of nature. For instance, the children watch lambs being born and have the opportunity to bottle feed them. Staff encourage early writing skills through the use of various media and activities which children enjoy, such as painting and drawing. Younger children develop quickly through the close attention given to them as they explore their environment using all of their senses. Highly effective questioning helps children to solve problems. Staff skilfully develop children's mathematical knowledge during all activities. Children gain valuable skills for the eventual move to school. Staff provide exceptionally positive support to parents through the very well-planned settling-in procedures.

### **The contribution of the early years provision to the well-being of children is outstanding**

Children develop wonderful self-esteem and confidence as a result of the individual care and attention they receive. Staff promote healthy lifestyles through the well-balanced and nutritious meals provided and the many opportunities offered to be active. Children enjoy challenging, physical play opportunities outdoors as they bounce on the trampoline, dig in the garden and learn to build dens. Older children understand that wearing hats and sun cream in the sunny weather will protect them as they play outdoors. Children are encouraged to develop self-care skills, and this boosts their confidence as they achieve things for themselves. Staff acknowledge children's achievements and give lots of praise.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

All staff have a thorough understanding of their roles and responsibilities to meet the requirements of the Early Years Foundation Stage. Leadership of the nursery is exceptional. Staff are well qualified and experienced. This has a positive impact on the outcomes for children. Staff are encouraged and supported to develop their skills, and those in charge consistently check on, and evaluate, the impact of practice. For example, they have identified the need to further strengthen the partnerships with those parents who are harder to reach. Plans are now in place to use a variety of different methods to respond to individual parents to help them be more involved in their child's learning. Staff monitor children's learning and development closely, identifying their next steps and effectively challenging them to move on to the next stage of their development. Any gaps in children's learning are quickly identified so that all children make rapid progress from their starting points, including those with special educational needs and/or disabilities.

## Setting details

|                                    |  |
|------------------------------------|--|
| <b>Unique reference number</b>     | EY102587   |
| <b>Local authority</b>             | Lincolnshire   |
| <b>Inspection number</b>           | 848132   |
| <b>Type of provision</b>           | Full-time provision                                    |
| <b>Registration category</b>       | Childcare - Non-Domestic                               |
| <b>Age range of children</b>       | 0 - 14   |
| <b>Total number of places</b>      | 78   |
| <b>Number of children on roll</b>  | 231  |
| <b>Name of provider</b>            | Kathryn Mary Spence & Julie Margaret Saxty Partnership |
| <b>Date of previous inspection</b> | 5 February 2011  |
| <b>Telephone number</b>            | 01476 585584   |

Great Wood Farm Early Years Centre opened in 2002. The centre opens daily throughout the year. Sessions are from 8am until 6pm. The centre employs 28 members of staff, with varying levels of early years qualifications. One holds Qualified Teacher Status and two have achieved Early Years Professional status. The centre receives funding to provide free early education for children aged two-, three- and four-years-old. It supports children with special educational needs and/or disabilities.

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