

# Farley Nursery School at Sparsholt

Garstons Track, Westley Lane, Sparsholt, Winchester, Hampshire, SO21 2NF



<b>Inspection date</b>	29 March 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- Leaders have failed to implement safeguarding procedures effectively and refer concerns promptly, which has a significant impact on the welfare of children.
- Recruitment procedures are not rigorous enough to ensure adults are suitable before they begin work at the setting.

### It has the following strengths

- Children are keen and enthusiastic learners. The environment and opportunities available to them indoors and outside capture children's interest and enables them to become confident and independent from an early age. Older children are well prepared for school.
- Partnerships with parents are strong. Staff ensure they know babies' individual routines when they start nursery and keep parents well informed about their child's day and the individual progress they are making.
- Assessment of children's ongoing progress, including groups of children, is robust. Gaps in children's learning are identified and planning for their next steps is based on their individual needs and interests.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	<b>Due Date</b>
■ ensure safeguarding procedures are implemented effectively by management and any concerns are reported to the appropriate agency	26/04/2016
■ improve recruitment procedures to ensure robust information about a person's suitability is obtained prior to them working with children.	26/04/2016

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

- review systems to share information about children with other providers they may attend, so that partnership working commences as early as possible in order to support children's learning
- strengthen opportunities for children's home cultures to be celebrated and valued within the nursery to help children recognise differences in family units.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning both indoors and outdoors.
- The inspector spoke with staff and children, where appropriate, at suitable times throughout the inspection.
- The inspector conducted a joint observation of children aged three and four years at group time with the nursery manager.
- The inspector spoke with some parents during the inspection and looked at feedback from questionnaires taking account of their views.
- The inspector looked at a range of documentation, including evidence of staff suitability and records of the progress children make.

### Inspector

Gill Wallace

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Arrangements for safeguarding are not effective. Appropriate procedures have been drawn up but leaders and staff have failed to implement these effectively which compromises children's well-being. Important information to confirm staff suitability is obtained as part of the induction period but not pursued earlier as part of the recruitment process. In addition, interview procedures and systems to obtain references from previous employers are not robust enough to ensure staff are suitable to work with children. Consequently, decisions around the appointment of staff are made without some required information. Leaders have a shared vision for good learning and this is embedded in practice throughout the nursery. Their monitoring of teaching has identified the need to strengthen the arrangements for assessing what children can do when they first begin the nursery to better support initial planning. Staff are supported to enhance their skills and knowledge through regular training. For example, recent training around speech and language has seen improvements in the way in which all staff communicate with children. Staff now use fewer words and shorter sentences when talking to younger children. They know to give older children time to process their thoughts and think through their ideas before questioning them further.

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

Staff have a secure knowledge of how young children learn. They make good use of planned activities and opportunities to join in children's play to teach early literacy skills and support their understanding of mathematical concepts. For example, staff build on children's interests and follow their leads as they bury shapes in the sand and then talk about the different features of these shapes. The balance of activities planned by adults and those chosen by the children themselves encourages children to become confident learners. Staff develop links with other settings children attend. However, partnerships are not always established quickly enough in order to gain a full picture about children's learning from when they begin the setting.

### **Personal development, behaviour and welfare are inadequate**

Failings in meeting some safeguarding and welfare requirements mean that children's safety cannot be assured. However, children benefit from very secure relationships with the staff, which means they feel safe and secure within the nursery. Staff are proactive in teaching children how to keep themselves safe. For example, children delight in opportunities to learn how to manage risks, as they climb on tree trunks and balance across logs and branches. All children form positive relationships with adults and their peers. Children are supported to value and accept one another differences and similarities, for example through discussions and activities. However, there is scope to promote children's home cultures more within the setting acknowledging and celebrating family differences.

### **Outcomes for children are good**

Children cooperate and negotiate with their peers, solving problems together. For example, they listen to each other as they decide how best to make the wooden see saw

balance. Younger children show excitement as they explore bubbles and transfer water to and from different containers. Older children express wonderful imagination as they listen to one another and shout instructions down a hose. Babies and toddlers become fully engrossed in activities, confident that staff are close by and available for support if needed. All children make good progress in their learning, move to the next group within the nursery with ease and are prepared emotionally for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY479543
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1040845
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	0
<b>Name of provider</b>	Farley Nursery School Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01722712313

Farley Nursery School at Sparsholt is one of three nurseries owned and run by Farley Nursery School Limited. It registered in 2014. The nursery follows the outdoor learning ethos and operates from three yurts. The nursery is open each week day from 8am until 6pm for 51 weeks of the year. Children can attend on a sessional basis or all day. The nursery employs 19 members of staff, one of whom holds Early Years Professional Status and seven hold a suitable early years qualification to at least level 3.

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