

# Hazles Farm

Hazles Farm, Hazels Road, Shawbury, Shrewsbury, Shropshire, SY4 4HE



<b>Inspection date</b>	17 October 2016
Previous inspection date	12 May 2014

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

## Summary of key findings for parents

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

- The planning for teaching does not take enough account of what children know, understand and can do. Consequently, teaching does not precisely target what children need to learn next.
- Although managers regularly observe practitioners teaching, their observations do not accurately measure the quality of the teaching taking place. As a result, practitioners are not helped sufficiently to improve.
- Practitioners do not promote children's early reading and writing skills effectively enough.
- Plans to improve the provision are not clear enough to raise quality to a higher level.

### It has the following strengths

- Managers and practitioners attend all mandatory training and welcome advice and support.
- Risk assessment is robust and effective. Practitioners make careful checks of space and equipment before children play. Managers check the records of children's accidents and injuries to identify potential hazards. They take action to minimise risks to children's health and safety.
- The busy out-of-school club is well organised. Children arrive after school ready to talk and play. Information is shared effectively between parents, schools and the club. This helps to promote children's safety and well-being.
- Children play happily in the well-equipped nursery. Practitioners make regular observations of children's learning and they know children well. Parents comment that they feel well informed about children's achievements.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ ensure that planning takes full account of what children need to learn next, so that they are well supported to make the next steps in their learning	06/01/2017
■ improve the effectiveness of the monitoring of teaching and ensure that practitioners receive the support and guidance they need to raise standards.	06/01/2017

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

- increase staff knowledge and skills in relation to promoting children's early literacy more effectively
- evaluate the provision more thoroughly, in order to identify weaknesses and plan actions that drive rapid improvement.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and she assessed the impact this has on children's learning.
- The inspector held a meeting with the provider, nursery manager and deputy manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector completed two joint observations with the deputy manager.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Susan King

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Manager's assessments of the quality of teaching are not accurate enough. Consequently, practitioners do not receive the training and support they need to continuously raise the standard of their teaching. Although managers and practitioners demonstrate a commitment to promoting children's progress, this is not yet fully effective. Managers have not established a robust approach to identifying the strengths and weaknesses of the provision. They do not set out meaningful and measurable targets for improvement. Arrangements for safeguarding are effective. Recruitment is well managed and candidates are fully vetted before they start work in the nursery. Child protection training is effective. Practitioners know what they must do if they have concerns that a child is at risk of abuse or neglect. They demonstrate good awareness of the potential risks to children of cameras and mobile phones in the nursery. For example, they challenge visitors who do not adhere to the safeguarding policy.

### **Quality of teaching, learning and assessment requires improvement**

Managers collate and use information from children's assessment summaries. For example, they identify aspects of the areas of learning, that room teams must plan activities for. However, practitioner's ongoing assessments of individual children's progress are not used effectively. As a result, activities do not challenge children enough and they do not make good progress. Practitioners demonstrate a limited understanding of how children learn to read and write. A few children lack the confidence to experiment with writing as they do not have enough opportunities to write in a variety of situations. Practitioners do not effectively use planned opportunities to teach children to link written letters to sounds. A number of practitioners, skilfully question children during spontaneous activities, giving them time to think and respond.

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

Relationships between parents, practitioners and children in the nursery are good. Practitioners are friendly and attentive role models who promote children's positive behaviour. For example, when two children want the same toy, practitioners help them to think about how they can take turns and share fairly. This helps children to develop self control and to respect other people. Children develop strength and agility when they play in the exciting outdoor area and the indoor gym. They follow rules that keep them safe. For example, they know that they must not jump from the steps into the ball pool. Babies have time, space and encouragement to explore. They eagerly try to stand up to play with the interesting toys in the water tray.

### **Outcomes for children require improvement**

Not all children are making good enough progress from their starting points. However, most children are developing the basic skills they need for school. Children know and can follow nursery routines. They listen to stories. Children count during daily activities and know some of the purposes that numbers can be used for. Children can serve their own food with support and know how to make healthy choices in their diet.

## Setting details

<b>Unique reference number</b>	508021
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	1075246
<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 - 11
<b>Total number of places</b>	98
<b>Number of children on roll</b>	132
<b>Name of registered person</b>	Hazles Farm Child Care Limited
<b>Registered person unique reference number</b>	RP911217
<b>Date of previous inspection</b>	12 May 2014
<b>Telephone number</b>	01939 250234

Hazles Farm was registered in 1999. The nursery employs 17 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6 and nine at level 3. One member of staff holds qualified teacher status. The nursery opens from Monday to Friday and all year round. Sessions are from 7am until 7pm. The nursery also operates out-of-school provision. Sessions are from 7am until 9am and 3pm until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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