

The Folly Nursery

The Folly Nursery, Dalwood, Devon, EX13 7EW



Inspection date

Previous inspection date

9 January 2018

Not applicable

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

Summary of key findings for parents

This provision is good

- The caring staff team provides a nurturing environment and a secure key-person system. All children form very secure attachments with them, settle in quickly and are confident to ask for help. Children arrive confidently and happily, and affectionately initiate cuddles with staff and their friends.
- Staff plan a wide range of activities that interests children and motivates them to join in and 'have a go'. Children make good progress across all areas of learning. They are particularly imaginative and creative, and concentrate well on their chosen activities.
- The provider meets regularly with staff to evaluate practice and make continuous improvements. For example, since the last inspection, they have reviewed the planning system to ensure staff routinely set more up-to-date next steps in learning for children. They have also made several changes to the premises that benefit children greatly.

It is not yet outstanding because:

- Recent changes to staffing arrangements in the baby room have created some inconsistencies in the quality of teaching, which is not always fully effective. For example, at times, staff do not consistently extend babies' learning or support their good behaviour in a positive way.
- On occasion, staff in the baby and pre-school rooms miss opportunities to engage the quieter children and those who are learning English as an additional language in discussion, to help them make even more progress in their language development.

What the setting needs to do to improve further

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

- Increase support for staff in the baby room, to help them be more consistent in their approach to promoting good behaviour and in building on children's learning.
- make better use of babies and older children's play, to interact more with the quieter and less-confident children, and those who are learning English as an additional language, to build further on their speaking skills.

Inspection activities

- The inspector observed children in each of the playrooms and in the garden, during their self-chosen play and adult-led activities.
- The inspector observed an adult-led activity alongside the provider, to evaluate the quality of teaching and learning.
- The inspector held discussions with staff, children and their parents, to take account of their views.
- The inspector held meetings with the provider at appropriate times during the inspection, to assess their understanding of the requirements of the early years foundation stage.
- The inspector sampled a range of documents, including staff files, self-evaluation and children's learning records.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The provider and staff have a clear understanding of the indicators that a child's welfare is at risk of harm and know how to refer concerns. They routinely carry out risk assessments to ensure the premises is safe. The provider organises good staffing ratios to enable the close supervision of children at all times. Overall, the provider supports staff well to strengthen their practice, such as holding regular meetings with them. The qualified team makes good use of professional development opportunities to build on their skills. For example, less-experienced staff in the toddler room have learned effective behaviour management strategies by observing their co-workers. The provider monitors children's learning well to reflect on the educational programmes. She is currently planning ways to increase the opportunities for children, particularly boys, to develop their early reading and writing skills.

Quality of teaching, learning and assessment is good

Staff accurately assess children's development, and use their good knowledge of each child to plan purposeful activities that meet their individual developmental needs well. For example, they focus on enhancing toddlers' mathematical skills during a treasure hunt in the garden. The toddlers eagerly search for gold coins, encouraged by staff and a pirate puppet. They use positional language, such as saying that they found coins on top of and under logs, and count how many they find. Staff model clear and simple language to babies, to successfully support them to learn and use new words. Pre-school children develop good control and coordination. Staff motivate them to carefully copy their name and draw pictures, and children thoroughly enjoy this and ask to do it again repeatedly. The provider and staff work closely with parents to share ongoing, detailed information about children's progress, to enable them to provide consistency for children.

Personal development, behaviour and welfare are good

Staff have a sharp focus on the individual needs and routines of children, and promote consistent care well. Children learn good social skills from the close relationships they form with staff. Pre-school children are kind and thoughtful, such as helping to remove pen lids when they notice their friends are struggling to do it. Toddlers behave well and are keen to assist staff with small tasks. For example, they wipe tables, sweep the floor and eagerly offer to prepare fruit for their snack. Staff encourage children to be independent from a young age. For instance, they ask babies to look for their shoes, and allow them the space and time to do this by themselves.

Outcomes for children are good

Children are confident, enjoy learning and gain good skills that prepare them well for starting school. They concentrate very well on their chosen activities, such as imaginary play, where they pretend to feed the dolls food from the role-play kitchen. Children explore the play areas with interest and make independent choices. For example, they excitedly use a tablet device to draw a picture and proudly show their work to others.

Setting details

Unique reference number	EY496145
Local authority	Devon
Inspection number	1033160
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	55
Number of children on roll	77
Name of registered person	The Folly Nursery Ltd
Registered person unique reference number	RP901155
Date of previous inspection	Not applicable
Telephone number	01404 41144

The Folly Nursery registered in 2015. It is open from 7.45am to 6pm each weekday, all year around. There are 19 members of staff who work directly with children. All staff hold appropriate early years qualifications to at least level 2. The provider holds a relevant level 5 qualification, and two other staff hold early years teacher status and a degree-level qualification respectively. There are four additional members of staff who support the day-to-day running of the nursery. The nursery receives funding to provide free early education places for children aged two, three and four years.

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.

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