

# Farm Work Play

Monkshill Farm, Monkshill Road, Hernhill, Faversham, ME13 9EH



## Inspection date

Previous inspection date

22 January 2018

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Leaders and staff do not consistently risk assess all areas of the nursery well, such as the outside space. Staff do not always successfully deploy themselves to ensure that children's safety and learning needs are met. Self-evaluation is not fully robust to identify all areas of weakness and set targets for improvement.
- Staff do not always use good quality interactions to extend children's development and keep their motivation and interest in their learning. They do not consistently provide clear explanations to help children learn about appropriate behaviour. As a result, some children do not achieve their full potential.
- Leaders and staff do not form successful partnerships with all other settings children attend in order to provide a consistent approach in meeting their development needs.

### It has the following strengths

- Leaders have secure vetting and recruitment processes in place. For example, they interview, complete thorough checks and have an effective induction procedure. This helps ensure staff are suitable and understand their roles and responsibilities.
- Children successfully build their early writing skills. For instance, they make marks with chalks and pencils. These are important skills they need for their future learning.
- Leaders and staff ensure that there are suitable and hygienic changing facilities for children and maintain them well.

## 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:

	Due Date
■ improve risk assessments to help ensure that the outdoor area continually remains safe and secure for children's use	09/02/2018
■ ensure staff deployment is consistently effective to make sure children's safety and learning needs are continually met	09/02/2018
■ develop teaching to ensure all children receive good quality interactions that holds their engagement and interest, and challenge their learning further.	28/02/2018

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

- increase opportunities for children to learn why some of their behaviour is not appropriate
- strengthen partnerships with the other settings children attend to aid a consistent approach in meeting their learning and development needs
- improve the self-evaluation process to help incisively identify all areas of weakness and set targets for improvement.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to children and parents.
- The inspector viewed a range of documentation, including suitability checks and children's records.
- The inspector held a management meeting with leaders of the nursery.

### Inspector

Sarah Stephens

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff have a secure understanding of the signs that would cause them concern about a child's welfare and the processes to follow. Leaders oversee their staff well. For example, they provide regular meetings and training to help develop their knowledge and skills further. Leaders and staff do not continually identify and minimise all hazards in the surroundings, such as the outdoor space. They do not ensure that children are unable to open the entrance gate and younger children trip and fall onto gravel and stones on a sloping pathway. However, when this was pointed out at inspection, leaders took immediate action to address the issues, by installing a lock on the front gate, sweeping away stones and reviewing their risk assessments. Leaders do not always self-evaluate the nursery well to help recognise every area of weakness and set robust actions for improvement. Leaders successfully monitor children's progress to help identify any gaps in development early and provide the appropriate support.

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

On occasions, staff do not deploy themselves well enough and use good quality interactions to keep children's engagement and interest in their learning. For example, they do not hold their attention when reading stories or during activities outside. This does not help develop children's learning further. Staff successfully support babies and younger children's early communication and language skills. For instance, they model language well and repeat back their early words. Staff ask younger children basic questions to help them think for themselves and follow their lead in play. For example, they find their nose, eyes and fingers. Staff provide regular opportunities to involve parents in their children's learning. This helps parents to continue their children's learning at home. Leaders and staff do not form effective partnerships with all other settings children attend to share a wide range of information to support children's learning further.

### Personal development, behaviour and welfare require improvement

Staff do not make the most of opportunities to help children understand why their behaviour is not acceptable to fully aid their development. Consequently, they sometimes run around and do not settle during activities. Staff successfully build children's emotional well-being, such as they work closely with parents when children first start to help them settle in well. Staff effectively support children's physical health. For example, they provide nutritious meals and snacks and daily opportunities to be physically active.

### Outcomes for children require improvement

At times, children do not concentrate on activities for long enough and this hinders their learning. As a result, they do not make the progress they are capable of. Albeit, children build their mathematical development well, such as counting and using simple addition. Older children are confident and demonstrate good speech skills talking to adults about their friends.

## Setting details

<b>Unique reference number</b>	EY545320
<b>Local authority</b>	Kent
<b>Inspection number</b>	1119704
<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
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	51
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Work Play Ltd.
<b>Registered person unique reference number</b>	RP545319
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01227752777

Farm Work Play registered in 2017. The nursery operates from Monkshill Farm in Hernhill, near Faversham in Kent. It is open Monday to Friday from 7am to 7pm all year round, except for one week at Christmas, and bank holidays. The nursery is in receipt of early education funding for children aged two, three and four years. A team of eight staff work with the children. Of these, eight hold relevant qualifications in early years at levels 2, 3 and 4 and one member of staff holds a degree in primary education.

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