

# Dodford Farm Daycare Nursery Ltd

Dodford House Farm, Dodford Lane, Christian Malford, Chippenham,  
Wiltshire SN15 4DE



<b>Inspection date</b>	3 October 2018
Previous inspection date	9 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### The provision is inadequate

- The manager and staff fail to recognise and minimise risks to children's safety in the nursery environment. This compromises children's safety and welfare.
- Arrangements for staff supervision fail to identify where improvement in staff practice is needed to improve the quality of teaching. As a result, children do not reach their best possible outcomes.
- The provider does not ensure staff are deployed effectively to keep children safe. Staff do not support children to learn about how to keep themselves safe.
- Staff do not manage children's behaviour effectively or consistently. This means that children do not learn about how their behaviour affects others and activities become disrupted at times.
- The manager and staff do not ensure all activities and some parts of the environment are suitably resourced to capture children's attention and engage them in learning.
- The manager does not ensure self-evaluation is robust. She has not addressed all recommendations from the last inspection and does not use evaluation effectively to target all areas of weakness.

### It has the following strengths

- The nursery is situated on a working farm. Children learn about the world around them as they care for animals such as chickens, lambs and cows.
- Partnerships with parents are established. Staff regularly discuss children's progress with parents and give them ideas to continue learning at home.
- Children are happy and settled and have developed positive relationships with staff.

## What the setting needs to do to improve further

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

	Due date
ensure risk assessments identify any safety hazards and take all reasonable steps to remove, minimise and manage these risks to protect children's safety and welfare	02/11/2018
improve the effectiveness of staff supervision to provide targeted support and coaching, to raise the quality of teaching to a consistently good level	30/11/2018
improve the effectiveness of staff deployment to ensure they supervise children appropriately and meet their needs at all times, and support children to learn about their own safety and the safety of others	02/11/2018
ensure that staff use consistent and effective strategies to manage children's behaviour and support children to learn how their behaviour affects others.	30/11/2018

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

- ensure the environment and activities are suitably resourced to engage children and capture their attention
- strengthen the self-evaluation process and take prompt action to address significant weaknesses in the provision.

### Inspection activities

- The inspector observed the quality of teaching and the interactions between the staff and children.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.
- The inspector sampled relevant documentation, such as suitability of staff, complaint logs, risk assessments, and safeguarding policies and procedures.
- The inspector spoke with staff and children during the inspection.

### Inspector

Kelly Sunderland

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The manager does not ensure that thorough risk assessments are carried out to check the premises are safe and suitable for children. The manager and staff do not consistently recognise when something might pose a risk to children and therefore do not take steps to address it. For example, children swing unsupervised on unsafe equipment and are at risk of falling from a height, an open cleaning product is kept in cupboards that children could access. Arrangements for staff supervision and professional development are not effective. The manager does not sufficiently monitor staff practice and does not support them to improve their practice. Staff have recently started accessing online training but it is not yet having an impact on teaching skills. The manager and staff demonstrate an awareness of the potential signs that a child is at risk from harm or neglect. They understand the local procedures for raising a concern about the welfare of a child. Self-evaluation processes are poor. Some weaknesses have been identified but actions taken to tackle them have been insufficient. Partnerships with other settings children attend are established, and staff share regular information about children's development with them. This supports continuity in children's care and learning. The manager monitors children's individual learning and the progress made by different groups, but inconsistencies in the quality of teaching do not support all children to make the progress of which they are capable.

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

The quality of teaching varies between staff and between the different rooms. Some staff working with the older children clearly understand how to promote their learning and development. For instance, children in the pre-school room enjoy an activity to learn about the effects of exercise on their bodies, and staff are enthusiastic and provide children with clear instructions. This supports children to be fully engaged and focused. Staff carry out regular observations of what children know and can do. They identify the next steps for further learning. However, they do not effectively address these during free play and adult-led activities to meet children's individual needs. For example, children become easily bored and restless during group time in the toddler room and during free play in the toddler and baby room. Some staff do not consistently provide children with high-quality experiences and interactions.

### Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management mean that children's welfare and safety are at significant risk. Children receive mixed messages from staff about expectations. This means that they do not learn what is expected of them or how to keep themselves safe from harm. Children are not supported to understand why their behaviour is wrong. For instance, when children hurt others, staff do not tell children that this behaviour is unkind, and children are not supported to learn why running up the slide might be dangerous. Although the nursery is generally well resourced, some resources are uninspiring and are not kept well stocked to capture children's attention. For instance, water trays are only filled at the beginning of the day and run out of water quickly. Children show good independence skills. For example, younger children in the baby room help to clear away at snack time and older children wipe their own noses and put the

tissue into the bin.

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

The variable quality of teaching does not help children to make the best possible progress. Children in the toddler room are not consistently supported to develop their social and emotional development, which means they are not well prepared for the next stage in their learning. Children enjoy making marks using different tools and resources. Babies enjoy listening to stories and make some independent choices in their play. Children develop some useful skills to assist them when they move on to school. For instance, children in the pre-school room show good social skills as they work cooperatively together to build a train from crates.

## Setting details

<b>Unique reference number</b>	EY294588
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10066837
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Dodford Farm Daycare Nursery Ltd
<b>Registered person unique reference number</b>	RP905433
<b>Date of previous inspection</b>	9 September 2015
<b>Telephone number</b>	01249 891349

Dodford Farm Daycare Nursery registered in 2003. It is located on a working farm in Christian Malford, Wiltshire. The nursery is open each weekday from 7.30am until 6pm, for 51 weeks of the year. There are 14 members of staff, 13 of whom hold appropriate early years qualifications. Of these, one holds early years professional status, 8 are qualified at level 3 and three have qualifications at level 2. The nursery receives funding to provide free early education for children aged two, three and four years.

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