

# Giant Steps At River Bourne Farm

River Bourne Community Farm, Cow Lane, Salisbury SP1 2SR



## Inspection date

10 October 2018

Previous inspection date

Not applicable

## The quality and standards of the early years provision

### This inspection:

**Good**

**2**

Previous inspection:

Not applicable

Effectiveness of 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

### The provision is good

- Staff interact well with children. Those in the pre-school room encourage older children to develop the skills they need for their move on to school, such as independence and confidence.
- Children make good progress. The manager monitors any emerging gaps closely to ensure these are swiftly closed, so children are ready for the next steps in their learning.
- Children have good opportunities to learn about the natural world. For example, they enjoy regular outings around the farm area with staff. Children enjoy brushing the goats, and seeing newborn piglets.
- The manager ensures staff have a secure knowledge of safeguarding matters and how to keep children safe. They know what action to take if they are concerned about a child's welfare. The premises are safe and secure, and staff help children learn to keep themselves safe.

### It is not yet outstanding because:

- Opportunities for staff's ongoing professional development are not as strong as they could be, resulting in some minor weaknesses in the quality of teaching.
- At times, in the baby/toddler room, the youngest children, including those who are settling in do not have a space that is quiet.

## What the setting needs to do to improve further

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

- provide more opportunities for staff's ongoing professional development to extend their skills and continually raise the standard of teaching
- review and improve the indoor environment for babies and toddlers, for those children who wish to play quietly and for those who are settling in to the setting.

### Inspection activities

- The inspector spoke with staff, children and parents at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including key policies, evidence of staff suitability, actions plans and children's development records.
- The inspector held a meeting with the manager to discuss staff supervision, training, safeguarding matters and daily practice.
- The inspector and the manager observed a planned activity together and discussed their findings.
- The inspector observed children's learning and development and engagement during their play and adult-led activities.

#### Inspector

Anne Mitchell

## Inspection findings

### Effectiveness of leadership and management is good

The manager and staff have a shared enthusiasm for providing good-quality care and education for the children. The manager supports her staff well, providing regular staff meetings, one-to-one performance management sessions and an open door policy. Staff feel well supported. Safeguarding is effective. All staff have attended safeguarding training and have a confident knowledge of the correct procedures to follow if they have any child protection concerns. The manager monitors staff practice well and works closely with her team to observe and assess children's progress. The team continually assesses the strengths and weaknesses of the setting and uses their findings to create action plans for ongoing improvements. For example, they have developed and improved the garden to provide better learning opportunities for children who learn best outdoors. Partnerships with parents are strong. Staff provide regular information about their child's progress and request updates of any achievements at home. Staff use this information to adapt their planning and tailor it to each child's changing needs. The manager and staff work closely with other professionals and local schools to support children who need additional help and for those moving on to school.

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

Staff are sensitive to children's varied learning styles. They make regular observations and use these, with information from parents, to plan well for each child's next steps in learning, based on their interests. Pre-school children enjoy simple French lessons, singing songs and playing games. The youngest children have good opportunities to use their senses to explore and investigate. For example, they scoop and pour coloured rice, mould and cut dough and pour pretend cups of tea, using tea infused water play. Staff know when to lead children's play, or when to stand back and encourage independent learning. Staff encourage children's love of books and stories from an early age. The youngest children enjoy listening to stories, eagerly pointing at the pictures and repeating familiar lines. Older children are encouraged to think for themselves. For example, they find clues to discover who is hiding under the parachute.

### Personal development, behaviour and welfare are good

Staff are good role models for children's behaviour. Toddlers are caring and sensitive to their younger friends. For example, they gently stroke a baby's face and find a blanket for them to hold. Older children are polite and well mannered, saying please and thank you at lunchtime, for example, and passing the water to their friends. Children of all ages are encouraged to be independent. Pre-school children confidently put on their outdoor shoes alone, and those who struggle are helped by staff or the most able children.

### Outcomes for children are good

Children of all ages are well prepared for the next stage of their learning, including their move on to school. Babies and toddlers play well together and learn to share and take turns. They are confident and settled, moving freely between indoors and outdoors, developing good physical skills and independence. Older children are learning to recognise simple words and count with confidence.

## Setting details

<b>Unique reference number</b>	EY536332
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10067370
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Giant Steps (Yexley) Limited
<b>Registered person unique reference number</b>	RP908311
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01725 511138

Giant Steps At River Bourne Valley registered in 2016. It operates from two rooms in a porta cabin set in the grounds of a community farm in Salisbury. The provision opens Monday to Friday, for 51 weeks a year, from 8am to 6pm. The setting provides early education funding for children aged two, three and four years. A total of 10 staff work directly with the children, including the manager. Of these, eight hold qualifications at from level 2 to 3 and the manager holds a foundation degree in early years.

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