

# Dodford Farm Daycare Nursery Ltd

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



<b>Inspection date</b>	12 February 2019
Previous inspection date	3 October 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

### This provision is good

- The manager and the staff team have been very proactive to address the weaknesses identified at the last inspection. They have made significant changes in improving the quality of the provision to benefit children.
- The quality of teaching is good. Staff use their observations and accurate assessments alongside children's interests, to plan and provide purposeful and challenging activities, helping children to achieve their individual next steps in learning.
- The manager and staff are welcoming and caring. They form strong relationships with parents and gather a wide range of information about children's interests and achievements from the start to inform planning. This helps children to settle well. Children are happy and show they feel emotionally secure, such as when babies snuggle up to staff for reassurance and comfort.
- The manager monitors the curriculum and children's progress to identify and close any gaps. For example, staff liaise with parents and other professionals to ensure those children with speech delays, and other identified needs, receive prompt and targeted support. This helps children make good progress from their starting points.
- Parents speak highly of the manager and staff. They feel involved in their children's learning. Parents appreciate the support and information they receive to help provide continuity for their children's development at home.
- During singing activities, staff in the baby room do not consider all ways to engage babies, to extend their interest, enjoyment and learning.
- Although children benefit from regular fresh air, the outdoor learning environment does not consistently promote all children's learning as well as possible.

## What the setting needs to do to improve further

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

- improve singing activities in the baby room, to fully engage all babies and increase their enjoyment and learning
- implement plans to enhance the outdoor learning environment, to extend all children's all-round learning and development.

### Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector talked to the manager, staff, parents and children at appropriate times.
- The inspector observed and evaluated the quality of teaching, indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector sampled a range of documents, including children's records, staff records and suitability checks, and policies and procedures.

**Inspector**  
Karen Allen

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of the procedures to follow should they have any concerns. All staff have received risk assessment training and understand their responsibility to minimise hazards to keep children safe. Staff supervise children well. The manager has improved her evaluation of the provision and has drawn up a targeted action plan. She has introduced a new system to monitor and improve staff practice to help further raise outcomes for children. She works alongside two newly employed experienced teachers to implement changes that benefit children's learning. This includes regular observations and coaching of staff to develop their skills.

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

Staff extend children's learning effectively. For instance, they teach older children how to recognise complex shapes, such as ovals, hexagons, spheres and pyramids. Staff help children to develop muscle strength in their hands to prepare them for writing. Toddlers use magnetic boards to print shapes, pushing and pulling a lever to erase their creation. Older children develop their pincer grip, using tweezers to transfer a variety of small objects from a bowl. They enjoy the 'sand timer challenge', counting how many things they have moved and trying to move more on their next go. Toddlers join in role play as doctors, caring for the baby dolls. Staff ask highly effective questions to encourage toddlers to think and talk about their own experiences of being ill. Staff role model language well, introducing new vocabulary, such as stethoscope and thermometer. Staff support babies to use a variety of spoons and scoops to mix cereal and glitter in bowls to make 'cakes'. Staff encourage them to scrunch the cereal in their hands, listen to the sound it makes and observe the change in appearance.

### Personal development, behaviour and welfare are good

Since the last inspection, all staff have attended behaviour management training. Staff are now confident to use consistent strategies to support children's positive behaviour. They make their expectations clear. Staff provide children with praise and encouragement to raise levels of self-esteem. Children share, take turns and show kindness. For instance, they help peers to balance a beanbag on their foot and stand on one leg. Older children are competent to pedal tricycles and tractors, and toddlers ride in push-along cars. Staff teach babies how to climb safely up a slide in the soft-play area. Children enjoy healthy food: their individual dietary needs are met.

### Outcomes for children are good

All children develop skills for the next stage in their learning and the eventual move to school. Children gain social and independence skills, and show respect for others. Older children show good listening skills and concentrate well for long periods. They participate in activities eagerly, such as building a pretend camp fire out of wooden blocks and making a safety enclosure line. Children develop good counting skills and recognise numerals and shapes. Children show confidence, make choices in their learning and investigate resources. For example, older children use sand, water and bubbles to create volcanoes in their dinosaur swamp. Babies explore a box of natural resources and utensils; they delight as they experiment with different brushes to brush their hair.

## Setting details

<b>Unique reference number</b>	EY294588
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10081690
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<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>	3 October 2018
<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 13 members of staff, including the manager, all of whom hold appropriate early years qualifications. Of these, the manager holds early years professional status, two hold early years teacher status, eight are qualified at level 3 and two have qualifications at level 2. The nursery employs a cook. The nursery receives funding to provide free early education for children aged two, three and four years.

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