

Hall Farm Nursery School

Hall Farm Nursery School, Hargham, NORWICH NR16 2JW



Inspection date	4 July 2019
Previous inspection date	10 October 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- Staff do not consistently follow their identified procedure for dealing with sick children. This compromises children's health and safety.
- Staff's interaction with children is not as consistently high at times of transition between activities as it is at other times during the session.

It has the following strengths

- Partnerships with parents are friendly and trusting. Parents speak highly of the nursery and staff team. Staff keep parents fully informed about their children's day. They encourage parents to continue to share information about their children to support children's ongoing progress.
- Children with special educational needs and/or disabilities (SEND) are supported well to be included in activities. The staff responsible for supporting these children are knowledgeable about their roles, helping to ensure that all children make the best possible progress.
- Staff provide stimulating learning environments indoors and outside. They carry out daily checks on the premises to ensure that all areas used by the children are safe and suitable. Staff supervise the children well.
- Children of all ages have daily opportunities for fresh air and exercise. This helps to promote their physical well-being. Children enjoy many outdoor learning activities. For example, staff take children for walks along the nursery track. They talk to children about what they might see and remind them to hold hands. Staff ensure that children are suitably protected from the sun.
- Staff get to know the children in their care well and talk confidently about their interests. They regularly assess children's level of development and use this information to identify what children need to do next.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due date
follow the identified procedure for sick children to ensure that appropriate action is taken when they are ill.	08/07/2019

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

- support staff to maintain the highest quality of interaction with children throughout the day, especially regarding giving children time to complete their self-chosen activities and during times of transition between activities.

Inspection activities

- We carried out this inspection as a result of the risk assessment process following information we received about this provider.
- The inspectors observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. They evaluated the success of activities with the room leaders.
- The inspectors spoke with staff and children during the inspection.
- The inspectors held a meeting with the management team. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to parents during the inspection and took account of their views.

Inspectors

Karen Harris

Jacqueline Mason

Inspection findings

Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are ineffective. The management team does not identify weaknesses in safeguarding practice. They do not ensure that appropriate action is taken when responding to children who are extremely ill. The management team follow appropriate recruitment and induction procedures to ensure that staff are suitable for their role. Staff have regular training opportunities and are supported well in their continued professional development. The management team provide regular supervision meetings to help staff to reflect on their practice. They monitor the nursery regularly and have identified areas to improve. Management have a clear action plan in place. Staff work with parents and other professionals to support children with SEND. They use consistent approaches to help support children's individual development.

Quality of teaching, learning and assessment is good

Children independently choose from the range of toys and resources available to them. For example, they explore shaving foam in a tray and make marks with their hands. Staff's interaction with children is good most of the time to support children's play and learning. They sit with children at their level and engage older children in conversation. Staff encourage children to develop their vocabulary. They respond well to younger children's vocalisations and babbles to support their communication skills. Young children delight in joining in with familiar action rhymes during group activities. Older children play imaginatively based on their own experiences. They confidently use mathematical language during their play. Staff follow children's interests well. For example, they suggest placing the spider that children have noticed on the ceiling in a bug catcher so that the children can take a closer look. Staff seize opportunities to incorporate counting into activities.

Personal development, behaviour and welfare are inadequate

Children's safety and welfare are not fully assured. Staff provide children with first-aid treatment when necessary but do not consistently follow procedures to seek immediate medical advice in the event of a child becoming seriously ill. This lack of action poses a significant risk to children's health and welfare. Children enjoy healthy snacks and meals. Staff are aware of children's special dietary needs and allergies. They ensure that they serve food safely. Staff support children to follow good hygiene routines. Children develop secure emotional attachments to staff, which helps them to feel safe and secure in their environment. Staff help to prepare children well with their move from one room to the next. For example, they provide opportunities for children to become familiar with the new environment. Staff also support children well with their move onto school.

Outcomes for children are good

Overall, children make good progress in their learning in readiness for starting school. They learn to listen to adults and are familiar with daily routines, such as helping to tidy away toys when asked. Children of all ages have many opportunities to develop their early writing skills. Older children make marks and give meaning to them. They are starting to form recognisable letters, and some can write their names. Babies enjoy looking at picture books with staff. Children develop their personal care skills well.

Setting details

Unique reference number	EY399787
Local authority	Norfolk
Inspection number	10113864
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 8
Total number of places	98
Number of children on roll	189
Name of registered person	Hall Farm Nursery School Limited
Registered person unique reference number	RP906536
Date of previous inspection	10 October 2013
Telephone number	01953 888516

Hall Farm Nursery School registered in 1993 and re-registered in 2010. The nursery employs 37 members of childcare staff. Of these, 25 hold appropriate early years qualifications at level 3 or above, including two with early years teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It also provides a holiday club for school-aged children.

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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