

Street Farm Day Nursery Ltd

Station Road, Elmswell, Bury St. Edmunds, Suffolk IP30 9HD



Inspection date	30 July 2019
Previous inspection date	27 October 2014

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

Summary of key findings for parents

This provision is outstanding

- Managers set extremely high standards for delivering excellence. Practitioners often exceed their expectations. They take on individual roles, such as acting as the health and well-being coordinator, with enthusiasm. This contributes to delivering outstanding outcomes for children.
- Children's transitions within the nursery are incredibly successful. Children in the toddler room develop the skills to prepare for the transfer with support from their key person. They choose to spend their time between the pre-school and toddler rooms. They play in the shared garden or join their older peers to share snack and take part in activities. As a result, when children are ready to complete the transition to the older room, they settle very easily.
- The management and staff teams work exceptionally well to prepare children and their families with the move on to school. Meetings are held with parents to share information about the local schools. Practitioners use role play to help reduce any worries children may have about starting school. For example, they help children practise dressing in their new uniform and packing their bags for school.
- Practitioners are highly skilled at capturing children's 'wow' moments and extending them further to heighten their learning. When children write a letter to home, practitioners show them how to address the envelope and take them to the shop to buy the stamps. They excitedly post their letter and eagerly await its arrival. When it is delivered, children share their experience with their friends and tell them what has happened.
- Parents regularly inform the key persons about what their children have been learning at home. In turn, parents receive new activity ideas to try with their children. Parents are encouraged to play an active part in the nursery. They are invited to join sessions where they share special skills that children can try out for themselves. Parents comment they feel 'part of a community' at the nursery.

What the setting needs to do to improve further

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

- build on the successful systems for monitoring practice and enable practitioners across rooms to support each other in enhancing the provision further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

Inspector
Amy Quinton

Inspection findings

Effectiveness of leadership and management is outstanding

Managers work with practitioners to drive forward ambitious and continual positive changes. They ensure there is a clear vision about what they want to achieve and how they will do it. Children and parents are also actively involved in the process. Managers develop highly rigorous systems to monitor practitioners' suitability to work with children. Practitioners state they feel 'appreciated and invested in'. Managers value their practitioners' dedication to the nursery. Opportunities to further advance their knowledge and skills through training, qualifications and further responsibilities are greatly promoted. Safeguarding is effective. Practitioners know the appropriate action to take if they are concerned about another member of staff's conduct. Systems for monitoring peer-on-peer practice are very well established. To further enhance the provision, managers have identified plans to build upon the opportunities for practitioners to observe across rooms.

Quality of teaching, learning and assessment is outstanding

Practitioners use their excellent knowledge of different theories of learning to help them observe children's development. They assess how motivated children are at an activity and reflect on whether learning has been at its optimal level. They quickly identify how they can build on what children have already achieved. The environment is extremely well equipped to ensure children's learning is supported during their play. Children can access mathematical resources in sensory activities. They take part in science experiments. Children make observations and talk about what happens to ice when it is exposed to colder or warmer temperatures. They explore why objects float or sink in different types of water. Children recognise that a cup does not belong to them by looking at the initial letter sounds on labels. Babies access the outdoor environment barefoot. Practitioners know this provides children with a sensory experience and also helps to develop their sense of balance and early walking skills.

Personal development, behaviour and welfare are outstanding

All families are offered an initial home visit when their child starts at the nursery. This helps children develop extremely secure early attachments to their key person. As a result, children settle exceptionally well. Children's achievements are displayed on 'proud clouds'. Children with special educational needs and/or disabilities have extremely well-targeted support plans. They are hugely well supported by practitioners who delight in their accomplishments. Children's medical needs are well met by thorough care plans and trained staff. This ensures they are able to have full access to their environment. Children vote for the activity they want at circle time. They learn that the highest number of votes is the winner and this is fair for all. Children create their own rules for the setting called 'agreements'. They decide together what the expectations are for good behaviour.

Outcomes for children are outstanding

Precise and careful monitoring of children's progress ensures children make exceptional progress in their learning. They are well equipped with the skills to manage big transitions, such as moving rooms, or starting school.

Setting details

Unique reference number	EY227187
Local authority	Suffolk
Inspection number	10113006
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	55
Number of children on roll	105
Name of registered person	Street Farm Day Nursery Limited
Registered person unique reference number	RP520596
Date of previous inspection	27 October 2014
Telephone number	01359 240592

Street Farm Day Nursery Ltd registered in 2003. The nursery employs 22 members of childcare staff. Of these, 20 staff hold appropriate early years qualifications at level 2 and above, including one member of staff with early years teacher status. The nursery opens from Monday to Friday for 52 weeks of the year. Opening times are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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