

# Farley Nursery School at Sparsholt

Garstons Track, Westley Lane, Sparsholt, Winchester, Hants SO21 2NF



<b>Inspection date</b>	22 August 2019
Previous inspection date	26 July 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	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

- Staff consistently implement and use the provider's robust risk assessments, policies and procedures to significantly enhance children's health, safety and well-being. Staff are extremely vigilant to ensure all areas of the stimulating, challenging learning environment are safe for children. They place a high priority on this as a large proportion of activities are enjoyed outdoors, regardless of the weather.
- The management team uses rigorous systems for the recruitment, supervision and training of staff. An extremely high focus is placed on helping staff enhance their already outstanding teaching skills. This is achieved, for example, through high-quality coaching and regular peer-on-peer observations. Staff are exceptionally responsive and very keen to highlight constructively the excellent practice they observe.
- Staff have a comprehensive knowledge and understanding of children's starting points, backgrounds and interests, which helps them plan efficiently for their learning. They make accurate observations of children's achievements and plan precisely for their next steps in learning. Staff make secure and timely interventions when needed, to ensure all children reach their potential. All children make rapid progress in relation to their starting points.
- Teaching is consistently rich and varied and enables children to be confident and imaginative. This is demonstrated as young children act out a train journey. Staff enthuse and motivate children to lead their play by encouraging and facilitating their ideas, language and communication. Children imaginatively arrive by the sea and participate with each other warmly. They make-believe at swimming with a mask and flippers, recognising they 'need a breathing tube' as they pretend to swim.
- Children flourish at the nursery. They demonstrate positive behaviour at all times and show exceptionally high levels of cooperation and respect for one another. The care of babies and toddlers is first class. The youngest children at nursery show exceptionally strong levels of emotional attachment.

## What the setting needs to do to improve further

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

- enhance and extend further the comprehensive coaching for staff who are undertaking new roles and responsibilities, to support the highest quality of care and learning for children.

### Inspection activities

- The inspector observed staff interacting with children during very well-planned activities.
- The inspector completed a joint observation with the manager and deputy. They discussed how staff plan for children's learning and how staff are supported in their roles.
- The inspector spoke with children, parents and staff.
- The inspector sampled the provider's documentation and children's records.
- The inspector met with the manager and deputy. They discussed how staff evaluate the quality of their practice, monitor the quality of children's learning and how staff update their skills and knowledge.

**Inspector**  
Aileen Finan

## Inspection findings

### Effectiveness of leadership and management is outstanding

Inspirational managers place a very high emphasis on enhancing staff knowledge. Staff speak passionately, for example, about training to guide their skills for working actively with parents. They state this has made a significant impact on outcomes for children. Innovative opportunities are being introduced to give all staff even more individual responsibility. The forward-thinking management team acknowledges the need to use further dynamic coaching to make these changes successful. Safeguarding is effective. Staff have an exemplary understanding of all safeguarding matters. Children's welfare is actively promoted. Rigorous evaluation has led to continual improvements. Staff thoroughly value the views of parents gained through surveys and feedback. Parents state staff 'totally support children's freedom and imaginations'.

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

Staff have very high expectations for children. They plan exceptionally well for all children, including those most able, children with special educational needs and/or disabilities, and those for whom they receive additional funding. Highly effective partnership working with parents and comprehensive links with other professionals promote exceptional consistency for children's care and learning. Staff are resourceful and use dynamic teaching skills to make literacy enjoyable, for example helping children to be incredibly keen to act out the 'Bear Hunt' story. They use all areas of the outdoor fields as they go through long grass, the river, mud, forest and caves. Children know and call out familiar words and phrases, such as 'squelch'. They demonstrate an acute awareness of feelings and cuddle the toy bear at the end of the story, explaining 'we did not want him to be sad by thinking he had scared us'.

### Personal development, behaviour and welfare are outstanding

Key-person skills are exceptionally strong. For example, transitions to next age-base rooms are incredibly well managed, with children choosing a buddy to visit with. Staff place a top priority on helping children develop confidence in their own abilities. They warmly encourage children to take informed risks, such as when climbing, jumping or exploring in the woodland areas. Babies have incredible fun while enjoying sensory experiences with paint or sand and joining older children for dancing activities. The youngest children sleep according to their routines and receive plenty of cuddles. Staff set up physical play areas with wooden ramps and crates, to promote babies' growing physical development. Babies quickly master techniques to negotiate the ramps.

### Outcomes for children are outstanding

Children are extremely well prepared for their next stages of learning. For example, very inquisitive children explain they know the moon is far away and decide that to get there they may need a rocket. Children show high levels of mathematical ability. During a hidden number activity, they recall that the number eight was lost two times. As children compete with friends on the rope swing, they count and recognise that the number 21 beats the highest score. Toddlers show immense enjoyment when taking part in singing activities and story time. They engage with fascination, showing their ever-growing language and communication as they join in with actions, sing and dance rhythmically.

## Setting details

<b>Unique reference number</b>	EY479543
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10119818
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	65
<b>Number of children on roll</b>	216
<b>Name of registered person</b>	Farley Nursery School Limited
<b>Registered person unique reference number</b>	RP906080
<b>Date of previous inspection</b>	26 July 2016
<b>Telephone number</b>	01722712313

Farley Nursery School at Sparsholt registered in 2016. The nursery follows the outdoor learning ethos and operates from three yurts. It is open Monday to Friday from 8am until 6pm, all year round, except for bank holidays. The nursery employs 24 members of staff. Of these, four staff hold a qualification at level 6 and one staff holds a qualification at level 5. A further seven staff hold a recognised qualification at level 3. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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