

# Inspection of Silks Farm Nursery School

Silks Farm Nursery School, St. Ives Road, Somersham, HUNTINGDON,  
Cambridgeshire PE28 3ET

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Inspection date: 29 October 2019

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children thrive and show their evident enjoyment of attending the nursery. On arrival, babies and young children smile and hold out their arms to staff. Older children run in, full of excitement and eagerness to begin their day and share their play and experiences with staff. Children build excellent relationships with their key person and other staff and show they feel safe and secure. The manager and staff demonstrate an unwavering commitment to fully understanding the experiences and uniqueness of every child and their family. Everything they do is centred around the child and they build a comprehensive, accurate picture of each child. This enables staff to offer children highly tailored support and innovative experiences that aid them in successfully developing the skills and knowledge that underpin their ability to learn and succeed in life.

Staff skilfully and sensitively support children in understanding their emotions. For example, young children competently use sign language to describe different emotions. Older children very capably describe their thoughts and ideas and instinctively know that staff value these contributions. Children demonstrate an exceptionally mature understanding of right and wrong. They work harmoniously together and respect one another's need for space and time to concentrate.

## **What does the early years setting do well and what does it need to do better?**

- Excellent planning and the manager's commitment to address any barriers to children's participation support staff in offering children a multitude of exciting learning experiences. For example, two-year-old children eagerly help staff load a trolley with resources for their morning out. Children determine their route through the nature reserve, stopping to examine insects and vegetation. They independently choose magnifying glasses and books, and later set out their rug and read together.
- Staff and managers place a high emphasis on supporting children to develop their language skills. They offer highly pertinent support to every age group and to children with special educational needs and/or disabilities and those who speak English as a second language. Babies and young children participate in sing and sign sessions. They learn to speak and sign everyday words, such as 'more' and 'nappy'. Older children become totally immersed in activities where they work together to create an 'adventure' and adeptly describe this.
- Managers and staff build highly effective partnerships with parents and other professionals and childcare settings. They offer parents excellent support in extending their children's learning. For example, parents attend regular 'discovery days' and borrow resources that come with practical information to help gain the maximum benefit from them.
- Staff pay meticulous attention to detail in providing a stimulating environment

and this motivates children. For instance, when much-loved books become too worn, staff and children choose favourite illustrations from these and make them into bunting. Children frequently refer to these and are inspired to use the rich language as they play. For example, children make a cafe and ask, 'Excuse me sir, what would you like to order?'

- Managers offer staff exceptional support and ensure that their workloads are manageable. Staff report that they thoroughly enjoy their work and their positive energy filters through every room, inspiring and motivating children. Staff access innovative training and managers support them to use their new knowledge. There is excellent support for staff to progress their careers.
- Managers work tirelessly to ensure that children receive any available funding that supports their education. They thoroughly monitor children's progress and make excellent use of additional funding to aid children in achieving their full potential.
- Thoughtful everyday practices successfully support the development of children's independence and their excellent understanding of safety. For example, older children enjoy being 'safety spies'. They assess hazards, recording these on clipboards and explaining them to staff.
- Staff adeptly support children's physical development and aid them in gaining an excellent, practical understanding of healthy practices. Staff caring for babies continuously assess and re-organise the room to ensure that children have space and resources that support them in crawling, standing and walking. Children thoroughly enjoy growing fruit, vegetables and herbs. They help harvest these and eagerly discuss the benefits of a healthy, balanced diet.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have an excellent knowledge of safeguarding. They complete regular training and review safeguarding at every staff meeting and supervision session. Staff confidently explain how they would identify and report any concerns about children's welfare. They demonstrate an exceptionally secure understanding of the risks posed to children by exposure to extreme views or practices. Robust checks ensure that staff are suitable to work with children. Additionally, comprehensive procedures ensure children's safety and the thorough investigation of any concerns or allegations. Staff take very effective action to protect children from any risk posed by use of the internet.

## Setting details

<b>Unique reference number</b>	EY387704
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10060588
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	103
<b>Number of children on roll</b>	112
<b>Name of registered person</b>	Magic Nurseries 'A' Limited
<b>Registered person unique reference number</b>	RP905580
<b>Telephone number</b>	01487843525
<b>Date of previous inspection</b>	12 May 2014

## Information about this early years setting

Silks Farm Nursery School is part of the Kiddi Caru day nursery group. It opened in 1995 and registered under the current ownership in 2008. The nursery employs 31 members of childcare staff. Of these, 26 hold appropriate early years qualifications at level 3 and above, including one who has qualified teacher status. The nursery opens Monday to Friday, all year round from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kelly Eyre

## Inspection activities

- The inspector and the nursery manager carried out a learning walk across all areas of the nursery to discuss and understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed two joint observations with the nursery manager.
- A meeting was held between the inspector, the nursery manager, deputy manager and Kiddi Caru's quality manager for childcare and education. The inspector looked at relevant documentation, discussed the nursery's self-evaluation and saw evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.

We carried out this inspection 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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