

Inspection of Odds Farm Park Day Nursery and Activity Day Camps

Odds Farm Rare Breeds Centre, Wooburn Common, Wooburn Green, HIGH
WYCOMBE, Buckinghamshire HP10 0LX

Inspection date: 20 February 2020

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Odds Farm Park Day Nursery and Activity Day Camps has recently re-opened as a full day care setting for early years children. Managers have high expectations and precise plans in place for developing the nursery and their newly formed staff team.

Children are happy to attend the nursery. They develop strong bonds with staff, such as through home visits and well-planned settling-in procedures. Staff develop good partnerships with parents to support children's unique needs. This is demonstrated by their close communications with parents of children who speak English as an additional language. Staff learn key words in children's home language. They use these well to support children's early communication skills.

Children benefit from a variety of opportunities to learn about the world around them. For example, they enjoy visits to the farm park each day. Staff have established robust procedures and risk assessments to ensure children's safety during these times.

Children behave well. They are determined learners. This is illustrated when they write letters to their friends. Children persevere when solving problems, such as fitting large letters into small envelopes. Children keep trying. They watch their friends then fold and rotate their letters until they are successful.

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

- Managers are supporting their newly recruited staff team well. Through an extended induction period they are coaching and mentoring staff about what good practice looks like. This is having a positive impact on children's experience. Managers have explored with their team how to develop meal time routines to promote children's independence. As a result, staff are supporting children to develop age-appropriate independence skills well. This is demonstrated during lunch times when children are keen to pour their own drinks using jugs. Children hold spoons with control and staff encourage them to count out scoops of pasta. Children use cutlery, such as forks confidently. Managers recognise the benefits of coaching and supporting their staff and plan to continue to use this system to support their expanding team.
- Staff promote children's communication and language well. They respond to children's interests and develop language through their everyday experiences. For instance, young children enjoy walks around the farm park. They are excited when they see animals, such as ducks. Staff recognise this and promptly talk to children about where the ducks live. They count the ducks and talk about how many 'mummy' and 'daddy' ducks there are altogether. Staff develop older

children's grasp of mathematical concepts and language well. For example, as children play with wooden blocks they encourage them to count them aloud and compare their size. Children confidently talk about which blocks are the smallest and the biggest. Staff challenge children to extend their thinking. When they want to make houses out of blocks, they explore how they can make 'flat' or 'tall' houses.

- Managers have well-planned procedures in place for reviewing the progress that individual children make. However, they have not fully considered how staff can promptly identify and share children's areas for development, to help them make rapid progress from the outset.
- Staff are positive role models. They provide lots of praise and encouragement to children. This is demonstrated as they show children how to interact with others. For example, when several children need glue sticks for their creations, staff show them how to ask to use these. Staff model how to say, 'please' and 'thank you'. Children go on to copy the positive example provided and they share resources well.
- Children demonstrate positive attitudes to their learning. They are excited to learn new skills with their friends. For example, children concentrate well as they explore vegetables in the home corner. Children learn how to hold knives and safely chop vegetables, which they go on to use in their imaginary play.
- Staff have a strong understanding of how to work with parents and professionals to support children's care needs. For instance, they seek advice from medical professionals about children's dietary needs. They work closely with parents and the chef to ensure that food menus are precisely adapted to meet individual requirements. Staff support parents well as young children transition from breast feeding to drinking cow's milk. They discuss changes in feeding techniques and routines with parents and then follow these closely in the nursery. This helps parents and children to adapt to changes effectively.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that robust policies and procedures are in place to keep children safe. As part of induction, staff visit the farm park with managers and learn first-hand about how to supervise visits to the farm to help to keep children safe. Staff have a strong understanding of child protection. They have a secure knowledge of the signs and symptoms of different types of abuse. This also includes radical and extreme views and behaviours. They understand company procedures for reporting concerns about children's welfare. Managers have strong recruitment procedures in place to ensure that staff are suitable to work with children. They have robust arrangements in place to check the ongoing suitability of staff.

What does the setting need to do to improve?

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

- continue to embed procedures for sharing and promoting best practice within the newly formed staff team
- ensure that children's areas for development are identified promptly and improve systems for sharing these with all staff, to help children make rapid progress from their starting points.

Setting details

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| Unique reference number | EY465013 |
| Local authority | Buckinghamshire |
| Inspection number | 10075500 |
| 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 to 4 |
| Total number of places | 92 |
| Number of children on roll | 85 |
| Name of registered person | Kids Play Ltd |
| Registered person unique reference number | RP900863 |
| Telephone number | 01908209217 |
| Date of previous inspection | 30 March 2016 |

Information about this early years setting

Odds Farm Park Day Nursery and Activity Day Camps first registered in 2013. It is situated in High Wycombe, Buckinghamshire. It operates year round from 7.30am to 6.30pm Monday to Friday. The nursery accepts funding for the free provision of education for children aged two, three and four years. The nursery employs 13 members of staff. Of these, seven members of staff hold qualifications at level 3 and above and three members of staff hold qualifications at level 2. Activity Day Camp provision is not available at this time.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- The inspector went on a learning walk with the manager.
- The inspector accompanied children on an outing to the farm park. She observed how staff follow procedures to minimise risks to children. The inspector carried out an evaluation of teaching during this outing with the manager.
- The inspector spoke to parents and staff at appropriate points during the inspection. She observed children during their play and talked to them about their learning.
- The inspector held a meeting with the manager and discussed self-evaluation. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.

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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