

# Inspection of Whatcombe Farm Nursery

Whatcombe Farm, Jacks Lane, Spring Gardens, FROME, Somerset BA11 3NL

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Inspection date: 5 August 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children show great enthusiasm as they arrive at Whatcombe Farm Nursery, ready for their day to begin. They are met at the nursery door by staff who welcome them warmly, which supports children to feel safe and secure. Staff promote a charming and nurturing environment, which promotes close and trusting relationships with the children. Children are eager and excited to immerse themselves in the broad range of learning opportunities available from the moment they arrive at the setting.

Children show high levels of confidence and independence as they relish the opportunity to carry out small tasks. For example, children are involved in growing various fruits and vegetables in the garden and then have the opportunity to harvest these ready for their mealtimes. This also develops their knowledge and understanding of where their food has come from and how it is made. Children are enthusiastic learners and have positive attitudes to learning. They show high levels of interest in all the activities available. For example, children show delight as they use various storytelling props to retell the 'Billy Goats Gruff' story.

Due to the COVID-19 (coronavirus) pandemic, parents are unable to enter the nursery building. Staff utilise the outside space to share detailed information with parents about their child's day. This means daily discussions can take place with appropriate social distancing. Staff make good use of electronic communications to ensure information about their child's progress is shared effectively with parents. Therefore, this has had no impact on children's learning and development.

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

- The provider and the manager are extremely passionate about developing children's awareness and understanding of diversity and what makes them unique. They have developed an exceptional range of experiences to enrich and inspire children's knowledge about the world in which we live. For example, children greatly benefit from virtual learning opportunities with local children's authors, who enhance their knowledge of coastal pollution. Staff provide children with a variety of stimulating activities and skills that will help them to succeed in their next chapter of learning. For example, children benefit from daily trips to the woodlands and weekly music and movement sessions. Staff give a high priority to ensuring that children are able to express their feelings.
- The provider is committed to providing children and families with the highest level of care and learning. The provider and the manager are good role models for staff. They interact and engage well with the children, demonstrating effective teaching skills. The special educational needs coordinator works closely with other professionals and staff members to ensure all children are making

high levels of progress in their learning. Each member of staff speaks passionately about their role within the setting. The staff meet regularly with the provider to share their knowledge, ideas and professional development.

- Partnerships with parents are good. Parents describe the setting as 'unique and calm' and feel the staff are 'nurturing' and 'motherly'. They comment very positively on the range of learning opportunities on offer, particularly outdoors. Parents feel that their children have made good progress since starting at the setting and there is a good two-way exchange of communication and information. Staff prepare children well for their next stage of learning.
- Staff have high expectations for all children. Children show a willingness to learn and demonstrate good levels of engagement. However, sometimes when staff deliver whole group activities, some children become restless and disengaged. This, occasionally, distracts other children who are deeply involved in their learning.
- In general, staff support children well to develop positive behaviours to enhance their future learning. For example, staff engage children in a variety of games and activities to support children's understanding of sharing and turn taking. Managers implement effective strategies to support children should they struggle to concentrate or focus on activities. However, on occasions, not all staff are consistent in using these strategies to raise children's learning to the highest level.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have a strong understanding of their role to protect children from harm. They know the possible signs of abuse and understand wider issues surrounding child protection, such as how young children might be exposed to extreme views. Staff are fully aware of what to do if they have any concerns about a child's welfare. All staff attend regular safeguarding training to help them keep up to date with current safeguarding requirements and statutory duties. The provider has robust recruitment procedures in place to ensure staff are suitable to work with children. Leaders and staff work together to carry out regular risk assessments to ensure the setting is safe and secure for all children.

## **What does the setting need to do to improve?**

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

- review how whole group activities are organised to ensure all children fully engage
- ensure all staff consistently use the effective strategies in place to support children should they struggle to concentrate or focus on activities.

## Setting details

<b>Unique reference number</b>	EY552148
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10174240
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Whatcombe Farm Nursery Ltd
<b>Registered person unique reference number</b>	RP552147
<b>Telephone number</b>	07799346680
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Whatcombe Farm Nursery registered in 2017. The setting is in Frome, Somerset. The setting opens on weekdays all year round. The nursery is closed for a week in the summer holidays and a week at Christmas. The nursery employs 10 members of staff, including the provider who has qualified teacher status. The remaining staff members have appropriate childcare qualifications ranging from level 2 to level 6.

## Information about this inspection

### Inspector

Terri Breakwell

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The provider explained the nursery curriculum during a learning walk with the inspector.
- The provider and the inspector held a meeting together. The inspector looked at a sample of documents, including evidence of staff's suitability.
- The provider and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- The inspector held discussions with the manager and staff at appropriate times throughout the inspection.

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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