

# Inspection of Farmyard Friends Day Nursery Ltd

Hill Top Farm, Main Road, Mappleton, Hornsea, Yorkshire HU18 1XR

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Inspection date: 27 October 2021

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Not applicable

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

### **The provision is outstanding**

Children delight in being at this exciting and vibrant setting. As children arrive, they are greeted at the door by friendly staff who are warm and welcoming. Staff say good morning and offer a cheery smile. Staff make sure that children's favourite resources are available for them. This helps children to settle and feel safe and secure. Children are eager to learn and take an active role in their play. For instance, young children investigate the texture of sand and water in the garden. They use buckets and an outside tap to add more water and delight in splashing in the puddles they have created. Older children explore pumpkins and make magic potions. They draw on their knowledge of books and stories as they mix the ingredients and remember the magic words.

Staff have high expectations of what children can achieve. They expertly use children's spontaneous interests to develop their early mathematical learning further. For example, older children enthusiastically roll balls, conkers and pine cones down a chute. They use timers to see which ones are the fastest. Children demonstrate exceptional levels of concentration and motivation to learn as they explore through cause and effect. Staff join in to help children understand that the size and shape of the object has an impact on how quickly it moves.

Children show exceptional levels of critical thinking skills, perseverance and a can-do attitude to achieve their goals. For example, children concentrate as they thread pasta onto pipe cleaners. They find different ways to thread the pasta, so that it fits together to make a bracelet. Children are proud of what they have accomplished and share this with staff and peers.

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

- Leaders and staff have high ambitions for every child to develop a love of learning and achieve to the best of their abilities. They have put in place a curriculum that inspires children to learn. Staff use their detailed knowledge of every child to plan next steps in children's learning. This ensures that all children make progress and prepares them for the next stage of education.
- There is a strong focus on learning in the outdoor environment and through the local community. Children's learning flows seamlessly between indoors and outdoors. Leaders and staff believe that the natural world provides children with a sense of wonder and excitement for learning that cannot be achieved elsewhere. Children regularly go for walks in the local community. They visit the beach to explore the sand and look for shells and pebbles. Children help to care for the animals on the farm too. In lambing season, they help to bottle feed the lambs as they learn care and respect for living things.
- Children hear rich language from staff, which fosters their communication,

language and literacy skills. They have a wonderful love of songs, books, poems and stories. Staffs' animated storytelling captivates children and they help children to recall favourite stories superbly. Staff link stories through craft activities and richly resourced role-play and small world areas.

- Children show excellent behaviour for their age and ability. They listen carefully and respond to instructions from an early age. Children display high levels of confidence, independence and respect. For example, older children help to mop up water that has spilt on the floor. They put up wet floor signs, so that no one slips. This shows that children value their environment and understand how to keep each other safe.
- Transitions within the setting and school are superb. Staff have developed highly successful strategies to share information with parents, school teachers and each other about children's personalities and learning. Staff support children to know what to expect through stories and homemade photo books. Staff help children to build on the skills they will need to succeed, such as independence, resilience and confidence.
- Inclusion is at the heart of the setting and is supported by highly successful partnerships with other professionals. Staff diligently monitor children's progress to identify developmental gaps or delay. This informs meticulous action plans and detailed early intervention programmes.
- The highly qualified management team carefully monitors and develops practice through first-class training for staff and extensive self-reflection tools. There is excellent consultation with staff and parents. For example, through questionnaires.
- Staff inspire parents to support children's learning through an exemplary range of information booklets, support packs and home learning resources. During the COVID-19 pandemic, staff adapted parents' evenings, carrying these out through online meeting forums and over the telephone.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have comprehensive knowledge of the indicators of abuse and reporting procedures. Managers regularly check staff's understanding of safeguarding through questioning and display safeguarding information and safety signs. All staff have completed paediatric first-aid training. Leaders have recently had a defibrillator installed outside of the building and all staff are trained to use it. Children show an increasing awareness of how to keep themselves safe. For example, they have helped to compile the risk assessments they use when accessing the paddock and going to see the animals on the farm.

## Setting details

<b>Unique reference number</b>	2531381
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10206592
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Farmyard Friends Day Nursery Ltd
<b>Registered person unique reference number</b>	2531380
<b>Telephone number</b>	07493644563
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Farmyard Friends Day Nursery Ltd reregistered in 2019. The nursery employs 15 members of childcare staff, 13 of whom hold appropriate early years qualifications; six are at level 3, four are at level 4, two are at level 5 and one member of staff holds early years professional status. The nursery opens Monday to Friday, from 7.45am to 5.30pm, all year round, excluding bank holidays and the week between Christmas and New Year. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Clare Cotton

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managing director and has taken that into account in their evaluation of the setting.
- The provider and deputy manager led the inspector on a learning walk, which helped her to understand how they organise the early years provision and curriculum.
- The inspector held discussions with parents and children about their experiences in the nursery.
- The deputy manager and the inspector conducted a joint observation and discussed the impact of teaching on children's learning.
- The inspector held discussions with the managing director and staff throughout the inspection.
- The inspector sampled records, such as documents relating to the suitability of those working with children, including qualifications and first aid.

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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