

Inspection of Adventure Farm Day Nursery Ltd

Postern House Farm, Postern Road, Tatenhill, Burton-on-trent DE13 9SJ

Inspection date: 25 January 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

There are areas of this newly opened provision that require some improvement. The monitoring and support provided to managers and staff are not fully effective. As a result, there has been a significant number of changes in the staff team. This impacts on the consistency of provision for children. That said, children arrive happy and are welcomed by friendly and enthusiastic staff. Staff are attentive to the needs of each child. This helps children to feel safe in the nursery.

The play environment is rich in play resources, which children confidently select from. Children enjoy self-directed play with their chosen items. They explore natural resources, such as pine cones, and add toy farm animals to create a farm scene. They become involved and use their imagination as they quietly speak to the animals.

Children behave well. They listen and respond well to staff reminders to care for the resources. They are keen to engage in a range of activities on offer. Babies have fun as they play. For example, they take a turn to roll circular toys back and forth. They giggle as the toy returns to them to catch. Older children develop increasing independence. For example, they put on their own coats to go outside and collect their cutlery, plates and glasses to set the table for themselves.

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

- Managers have designed a curriculum and have a clear intent for what they want children to learn. However, changes in the key-person system have had an impact on the continuity of children's care and learning. Despite this, the new staff team understand the children's learning needs. They use the information gained from parents and their own observations of children, to plan activities and experiences that help to build on what children already know and can do. This helps children to gain the skills and understanding they need for their future learning.
- Leaders and managers evaluate the effectiveness of staff practice and the provision for children. They have identified weaknesses in the systems for both their induction processes and in the ongoing support provided to staff and managers. Leaders are beginning to operate new arrangements to make the improvements to help staff to fulfil their roles and to improve outcomes for children.
- Leaders recognise that improvements to the support and coaching already offered are required, to increase the effectiveness of the management team and aid the smooth running of the nursery.
- Children have fun and enjoy learning about farm animals. For example, they engage in a mark-making activity, using toy animals and paint to make

footprints and patterns on their paper. Children are confident to take the lead and choose what they want to do next. Staff listen effectively and fill a bowl of water when children say they would like to wash the animals.

- Children develop good levels of speech for communication. Staff use their skills to model language effectively. They introduce new words, such as 'squish and squelch' during play, which help to increase children's vocabulary. Older children enjoy singing and story sessions. They are keen to follow the actions and engage in stories and offer their ideas of what might happen next.
- Staff gain information to support them to care for babies and follow the routines that each child needs. They are nurturing towards children as they gently help them to relax when they need to rest.
- Toddlers choose to play outside at any time or play indoors. However, the arrangements for children to make these choices about where they play are not fully considered to meet the needs of all children. The ambient temperature indoors is significantly reduced when doors remain open, which has an impact on the enjoyment of children who are visibly cold indoors.
- Play areas in the nursery are spacious, clean and organised. However, the cleaning routines in some other areas used by children do not always contribute to the children's good health and well-being.
- Parents say their children are happy attending the nursery. They say they are learning lots and that they receive some information from staff about what their children are learning. However, at times the communication for parents is not consistent, to provide them with the information they need about their children's care and the progress they are making.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff demonstrate a secure knowledge and understanding of their duties to keep children safe and protect their welfare. They have an appropriate knowledge of the signs and symptoms that indicate that a child may be at risk of abuse. Leaders, managers and staff know the procedures they must follow to report concerns about children or in the event of an allegation against a colleague. Staff make routine checks in the environment to ensure that it is safe for children to attend. The majority of areas in the nursery are clean and well maintained. Leaders and managers use safer recruitment procedures. This includes appropriate checks to ensure the ongoing suitability of staff working at the nursery.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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improve the systems for induction and the ongoing support provided to staff to help them to fulfil their roles more effectively and improve outcomes for children	29/04/2022
increase the coaching for managers and develop effective monitoring systems to help aid the smooth running of the nursery	29/04/2022
revise the arrangements for the flow of indoor and outdoor play to ensure that this does not impact on the other children's experiences and enjoyment inside the nursery.	31/03/2022

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

- improve the cleaning routines in some other areas used by children to ensure this contributes to the children's good health and well-being
- improve the communication with parents, so that they are consistently informed of their children's care and learning progress.

Setting details

Unique reference number	2652548
Local authority	Staffordshire
Inspection number	10220487
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 at time of inspection	0 to 4
Total number of places	96
Number of children on roll	99
Name of registered person	Adventure Farm Day Nursery Ltd
Registered person unique reference number	2652550
Telephone number	01283 907008
Date of previous inspection	Not applicable

Information about this early years setting

Adventure Farm Day Nursery Ltd registered in 2021. The nursery operates all year round from 7.30am to 6.30pm, Monday to Friday, except bank holidays. The nursery employs 13 members of staff, of whom, 11 hold appropriate early years qualifications from level 6 to level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Taylor

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the deputy manager and has taken this into account in their evaluation of the setting.
- The deputy manager and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection. A joint evaluation of the quality of teaching within an activity took place between the deputy manager and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the leader and the deputy manager and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working at the setting.

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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