

# Inspection of Home Farm Children's Nursery Ltd

Homewood School, Ashford Road, TENTERDEN, Kent TN30 6LT

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Inspection date:

25 February 2022

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## **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

Good

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

### **The provision requires improvement**

The quality of the children's learning is variable. Babies and young children enjoy activities that staff plan, such as when they create colourful pictures with paint. However, some staff are less confident about how to use activities to extend older children's knowledge and skills. On occasions, the curriculum is not sufficiently ambitious or well planned to ensure children consistently engage in high-quality learning.

Babies are relaxed and happy playing alongside one another, while older children enjoy their friendships. They enjoy playing together in the role-play areas or building large-scale projects outside with bricks. Young children like to share sociable times with staff, such as listening to stories and singing.

Young children become absorbed in their play. They have time to explore and discover as they play alongside staff. Older children are keen and motivated to learn. They ask questions and investigate the environment, such as when they look through magnifying glasses. However, the routine in the pre-school room means the staff regularly ask children to tidy their creations and games away. This does not promote deep and meaningful play experiences to build and extend on what children already know and can do.

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

- The provider and interim manager evaluate practice in the nursery and develop detailed plans to improve the quality of the curriculum. For example, they now provide regular supervision to support staff to develop their knowledge and skills further. However, a consistent approach to supporting children's learning is not fully embedded in staff's practice.
- Staff's knowledge of children's learning is variable. Some staff are less sure about what children need to learn next. At times, activities for older children lack a clear intention. Although staff speak with children and supervise them safely, their levels of engagement do not promote consistent meaningful learning. For example, during a group activity to support language skills, some children were less able to take part as staff did not adapt the learning for them. However, staff do know how to sequence learning for babies and young children. For instance, they consistently think about how they can develop children's physical skills and independence.
- Staff recognise when children might be falling behind in their learning and development. Children with special educational needs and/or disabilities are identified effectively. Staff use strategies to support children to develop communication and language skills, such as using basic sign language. They help children to develop the skills they need for their future learning, including

when they go to school.

- The key-person system generally works well. Children form good relationships with staff, who know how to support their individual needs. However, systems to share this information with the wider staff team are weak. This means that if a key person is absent, other staff are not able to consistently move children's learning forward.
- Across the whole nursery, children develop a love of books. Staff are always prepared to sit and read with children. They use storytelling as a time to boost children's knowledge of new words. They get children to think about what is happening in the story and relate it to areas of their own lives, such as what they like to eat for breakfast. Older children are keen to learn about letters. They use their knowledge to sound out the letters in their name.
- Babies and young children thrive in the nurturing and child-focused environment. Staff are quick to offer cuddles, comfort and support when children feel emotional, such as when they are tired. Staff help older children to learn the words they need to express their thoughts and feelings.
- Children benefit from playing in the large, stimulating outdoor space. They have opportunities to run, ride bicycles, and build with a wide range of resources. Children explore and have fun, such as when they chase bubbles or dig in the sand.
- Children learn about the natural world. For example, they notice what happens when shadows are cast of their bodies onto the fence. They capture the shapes and forms as they draw around them with chalk.
- Children learn basic hygiene procedures, such as washing their hands before eating and after using the toilet. Staff provide fruit and cooked lunches that promote children's healthy eating. However, staff do not always consider how they can effectively support children to learn about good oral health.
- Parents are pleased with the service they receive. They praise the staff for their commitment to helping every child settle in and have a happy time. Staff speak with parents every day about what their children have been doing. Effective partnerships with parents help staff to maintain continuity in children's care and safety.

## Safeguarding

The arrangements for safeguarding are effective.

All staff know their roles and responsibilities to keep children safe. They know what to do if they suspect a child is at risk of harm or neglect, and how to report this. They undertake regular training to support their understanding of wider safeguarding issues, such as the risk of children being exposed to extreme views and ideas. Leaders follow robust procedures for the recruitment of new staff, including checks to ensure they are suitable to work with children. They share timely reports and information with other professionals when required. Staff maintain a safe environment for children to play in.

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

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

- build on and strengthen coaching, support and guidance for staff to provide meaningful engagement with children, to promote their learning and development to a consistently good level
- consider more fully the needs of the eldest children when planning activities, routines and resources, to extend their learning to the highest level
- improve ways of sharing information about children's needs, skills and interests between staff to offer a consistent approach to extending children's learning
- develop ways to effectively promote children's oral health throughout the nursery.

## Setting details

<b>Unique reference number</b>	EY377251
<b>Local authority</b>	Kent
<b>Inspection number</b>	10226640
<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>	0 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Home Farm Childrens Nursery Limited
<b>Registered person unique reference number</b>	RP910169
<b>Telephone number</b>	01580764222 ext 327
<b>Date of previous inspection</b>	9 November 2016

## Information about this early years setting

Home Farm Children's Nursery Ltd registered in 2009 and is in Tenterden, Kent. The nursery is situated in the grounds of Homewood School and Sixth Form. The nursery is open from 8am to 6pm, Monday to Friday, for 50 weeks of the year. They receive funding for early education for children aged two, three and four years. The nursery employs 17 members of staff, of whom 13 hold appropriate early years qualifications from level 2 to level 6. The manager holds a level 4 qualification.

## Information about this inspection

### Inspector

Alison Martin

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Staff, parents and children spoke to the inspector during the inspection, and the inspector took their views into account.
- The inspector observed the quality of education being provided indoors and outside, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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