

# Inspection of Mead Open Farm Day Nursery and Activity Day Camp

Mead Open Farm, Stanbridge Road, Leighton Buzzard, Beds LU7 9JH

---

Inspection date: 15 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

Children are happy and secure and make good progress at this setting. They enjoy being greeted at the gate by a staff member from their own room and quickly settle. Children are gaining a good understanding of their emotions. They recognise how they are feeling and also understand how to recognise emotions in others. They are kind and caring. For example, they notice when their friends are upset and find their favourite toys for them. Staff appreciate that since the COVID-19 lockdowns, many children have not had the opportunity to interact with others and so ensure that children are well supported in this.

Children play well together and use their good language skills to discuss what they are doing. For example, a group of children work together to create 'mud pie café'. They talk about the 'ingredients' and how to 'thicken the mixture'. Children are learning to manage their behaviour. They discuss minor disagreements and negotiate taking fair turns. Staff are observant and support children in this, whenever needed. Children enjoy many opportunities that support the development of their physical skills. For instance, they help build an obstacle course and concentrate as they climb, balance and jump off crates.

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

- Managers are thorough and honest in their evaluation of practice. They acknowledge strengths, recognise weaker areas and support staff well in developing their practice. Staff well-being is very well considered. Staff complete training that helps them to support their colleagues. This creates a positive environment, where staff report that they feel valued.
- The manager uses practical procedures to monitor children's progress and ensure that no child falls behind in their learning. She deploys staff well, so that children are safe and their needs are met. Additional funding is used effectively to offer children further opportunities and support their development.
- Staff know children well and understand what they need to learn next. They offer children opportunities that increase their knowledge and support their ability to learn successfully. For example, children enjoy exciting outdoor play opportunities. They show a mature understanding of how to nurture living things, such as animals, plants and seeds.
- Children with special educational needs and/or disabilities make good progress. Staff quickly recognise when children need additional support. They tailor this support well and ensure that all children can participate meaningfully in play opportunities.
- Staff interact well with children. For example, staff members support young children to understand how to gently groom a pony on the farm. The children learn new vocabulary and staff check that they understand this. Children eagerly

exclaim 'It's Teddy the pony!' and use words, such as 'bigger, smaller' and 'Shetland pony'.

- Parents speak highly of the nursery. They report that communication is good and they feel supported in understanding their children's learning and extending this. Staff have effective procedures to work with other childcare settings that children attend. This helps to ensure that children's care is consistent and their development promoted.
- Children have easy access to books. They show their growing enjoyment of these. They snuggle up in an outdoor den to look at books or listen intently as staff members read with them.
- Staff are clear about the intention of activities. They, generally, support children well, so that their development is promoted. For example, staff use sensory play as a way of helping children to develop their language skills. Younger children explore the taste of oranges and lemons and smell lavender. However, on occasion, staff do not challenge children sufficiently and encourage them to think critically and solve problems.
- Staff, generally, offer children support in developing their independence and their understanding of safety and healthy practices. For example, children assess the risks and understand their limitations as they climb on outdoor equipment. However, on occasion, staff do not reinforce children's understanding and also do things for children that they could do themselves, such as putting on their coats when they have already learned this skill. This sometimes confuses children and does not promote their independence to the optimum.

## Safeguarding

The arrangements for safeguarding are effective.

Staff complete regular training to keep their knowledge of safeguarding up to date. They understand how to recognise signs that may indicate concerns about a child's welfare. This includes wider issues, such as exposure to extreme views and behaviours. Staff are aware of how to report any concerns in a timely way to the correct professional. Managers ensure that correct staffing ratios are always maintained and that all required documentation is in place, further promoting children's welfare.

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

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

- support staff to further extend children's play, for example, through challenging children and encouraging them to think critically and solve problems as they encounter them
- support staff to understand and follow the setting's agreed approaches to promoting children's independence.

## Setting details

<b>Unique reference number</b>	EY490033
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	10230716
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	140
<b>Number of children on roll</b>	102
<b>Name of registered person</b>	Kids Play Ltd
<b>Registered person unique reference number</b>	RP900863
<b>Telephone number</b>	01525300646
<b>Date of previous inspection</b>	1 February 2018

## Information about this early years setting

Mead Open Farm Day Nursery and Activity Day Camp registered in 2015. The nursery employs 40 members of childcare staff. Of these, 27 hold appropriate early years qualifications at level 2 or above, including two with qualified teacher status. The nursery opens Monday to Friday all year around apart from bank holidays. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The activity camp opens from Monday to Friday during Bedfordshire local authority school holidays. Activity camp sessions are from 8am until 6pm.

## Information about this inspection

**Inspector**  
Kelly Eyre

## 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 about their curriculum and what they want their children to learn.
- The inspector observed staff interaction with children during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the acting manager.
- Meetings were held between the inspector, the acting manager, the company's Head of People, the Senior Manager and the Childcare Director. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022