

# Inspection of Rand Farm Park Day Nursery, Pre School and Activity Day Camps

Rand Farm, Rand, Market Rasen, Lincoln LN8 5NJ

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Inspection date: 11 April 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

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

### The provision is good

This setting is unique in that it is located on a working farm. The children spend many happy hours visiting the animals, being hands on with the livestock and tending to their vegetables and flowers. Children are cared for in a nurturing environment and they receive lots of reassuring cuddles. This helps babies and younger children to feel safe and secure. The highest priority is given to children's understanding of living things. Children become 'mini-farmers' as they enter the chicken coop and collect eggs. They show no fear as they move among the chickens. Staff use this opportunity to introduce numbers and they ask children to estimate how many eggs they have collected. The 'mini-farmers' then move to the small animal house to feed the guinea pigs and rabbits. They recall that these animals eat salad and vegetables.

Staff have high expectations of children. One example of this is when they take them into the farm park. There is an expectation that the children will walk together and hold the walking rope, as they access areas used by the public. Children have a good understanding of the procedures that promote their safety and well-being. For example, they know that their friends have allergies to certain foods, and that is why they have different coloured plates at lunch time.

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

- The manager and her highly qualified staff work very well together. They have a good understanding of how children learn and progress. The staff who look after individual children know them and their families well. Staff use their knowledge to plan varied activities and a curriculum that helps children to progress and become well-rounded individuals, who are ready to take on future skills.
- Staff interact positively with children of all ages. However, on occasions, pre-school staff do not recognise when to extend children's learning even further. For example, during the 'mini-farmers' session there is much excitement and staff follow children's lead. However, most of the questioning to challenge children's thinking is asked by the accompanying farmer.
- Staff working with all the age groups nurture children's communication skills well. They constantly engage children in meaningful conversations. Staff working with pre-school children draw on their interests to help them build a rich vocabulary and understanding. For example, children learn that the dinosaur they choose is a brachiosaurus and they tell staff it is a plant eater. Staff working with babies use any opportunity to sing songs. This helps babies to develop their understanding of words. Staff working with toddlers ask them a range of questions and give them time to think and respond.
- The environment is extremely well-thought out and well resourced. Throughout the building and outdoors there is a feeling of calmness and tranquillity. Staff

offer children a wealth of exciting opportunities to play and explore. For example, they provide babies with sensory experiences, such as to play with straw and shredded paper. Toddlers use their handling skills when they fill and empty bottles in a water tray. Pre-school children thoroughly enjoy exploring their new classroom, they seek out hidden numbers in the sand. This contributes to their mathematical skills.

- Staff provide children with experiences to learn about different heights and how to manage risk. Those that use the upstairs rooms access downstairs by means of a slide. Toddlers carefully balance and negotiate an obstacle course. This contributes to children's developing physical skills.
- Staff provide children with superb opportunities that enhance their life experiences. For example, children see how chicks are born when they visit the farm hatchery with staff and the resident farmer. He shows the children how they can tap on an incubated egg and hear the chick cheeping inside. Children are delighted to witness the hatching of a new chick and they take it in turns to carefully handle it.
- Staff offer children lots of praise and encouragement for good behaviour, such as sharing with their friends. However, on occasions, staff struggle to encourage pre-school children to listen and respond positively to adults, such as when the routine of the day changes.
- Partnerships with parents are good. Parents cannot speak highly enough of the staff and the opportunities their children experience. This contributes to a superb working relationship, where children thrive and flourish.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager, who is also the designated safeguarding lead, ensures that staff update their safeguarding knowledge continually through training, on the spot questioning and at staff meetings. The manager and staff have a good knowledge of what signs to look out for and what to do with this information should they be concerned a child is being abused. Staff have a good understanding of broader concerns, such as protecting children from extreme views. Robust recruitment procedures and regular checks of ongoing suitability ensures that all staff are suitable to work with children. Staff deploy themselves well. When leaving the room, they inform their colleagues and check with the remaining staff they are within the required ratio.

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

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

- support pre-school staff to provide higher levels of teaching and interactions to further extend children's learning experiences

- provide guidance to help children in pre-school to consistently listen to and respond positively to adults.

## Setting details

<b>Unique reference number</b>	EY490641
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10233281
<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 13
<b>Total number of places</b>	96
<b>Number of children on roll</b>	136
<b>Name of registered person</b>	Kids Play Ltd
<b>Registered person unique reference number</b>	RP900863
<b>Telephone number</b>	07816 217024
<b>Date of previous inspection</b>	23 August 2016

## Information about this early years setting

Rand Farm Park Day Nursery, Pre School and Activity Day Camps registered in 2015. They are located in Rand, Market Rasen, Lincolnshire. The setting employs 32 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 3 and above, including eight who hold an early years degree, two with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am to 6pm. The activity day camp offers school holiday care from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Sharon Alleary

## 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 manager and senior manager and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to several parents and took account of written feedback offered.

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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