

# Inspection of Venture Kitley Farm

Kitley Farm, Plymouth, Devon PL8 2LT

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Inspection date: 5 May 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is outstanding**

Children enthusiastically enter this unique and exceptional outdoor nursery. They access a broad and ambitious curriculum planned carefully around their interests and next steps in development. Children learn an excellent range of skills, such as how to plant seeds and what seeds need to grow. They problem solve together and move their seeds to the greenhouse. They collaborate effectively to make a scarecrow to protect their seeds. Children show immense curiosity and imagination as they explore what lives in the garden and how they can increase the number of bugs. Children elaborately explain how they have built the 'Bug Hotel'. They consider the need for earth for the worms and sticks and grass for the ladybirds and bees. They create a map and discuss how the bugs will follow the sign and map to find a place to rest.

Children's independence and self-help skills are enhanced as adults skilfully and quietly sing songs and rhymes to promote routines. Children immediately respond. They gather their bags and sit and talk at the snack table. They plan and enjoy a snack and story together. If they need support to open their snack, they learn to have a go themselves and then ask a friend for support before an adult. Behaviour is exceptional. Children navigate their own play while adults observe and give them space to try out new ideas. For example, a young child climbs in and out of the hammock several times, working out how to make the hammock swing and how to get out safely.

Children, including those with special educational needs and/or disabilities, make exceptional progress from their starting point. Children have particularly made rapid progress in skills that the COVID-19 pandemic had an impact on.

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

- Parents enthusiastically talk about their child's experience at this unique nursery. Some travel from far away to enable their children to access the experiences here. Parents feel their children really benefit from the extended opportunities to play and learn outside, to choose what they want to do and develop their ideas. They feel children are more creative, resilient and independent.
- Staff ensure parents are kept up to date daily, with regards to activities and routines. Parents regularly have updates, including photos, progress and learning steps, to support consistency. Parents have opportunities for exciting campfire evenings, where staff enthusiastically discuss and model ways to support play and learning at home.
- Managers are highly effective in supporting staff to enhance the children's experiences. They have a very solid understanding of how children learn and provide an exceptional environment that enables children to build on what they

know and can do. They provide excellent support and guidance to staff around the importance of play, how to enable learning and respectful conversations. Parents feel the adults 'match the children's mood' and gently support the children to be calm and feel safe.

- Children develop a love of language. New vocabulary is introduced as children are inspired to find out about their environment and eagerly share a range of books and rhymes through the day. They relish exploring making marks and show excellent skills. For example, children pretend they are making a cake and decide they should make a list of ingredients. A child gets a clipboard and paper and makes marks for their list as the other children tell them items to go on the list.
- Early mathematical skills are developed excellently through children's play and daily activities. Children independently measure themselves against the pole and learn about shapes and patterns through stories at snack time. They show strong skills as they count seedlings and use language about measures and time as part of their play.
- Children learn about other cultures and celebrations through inspiring and interesting activities. They use an African water system called a 'Tippy Tap'. Children independently use this to wash their hands. They sample foods from different countries and learn about art from Australia.
- An excellent new addition to the nursery is the log cabin. Children enjoy the warm and cosy spaces inside. It is a space where children can warm up on cold weather days and enjoy other activities in small groups. They share books with adults, find out about healthy eating and how to look after their teeth. They are supported by nurturing adults, who provide reassurance and a sense of calm.
- Staff ensure that children have access to a wide range of natural resources to spark their imagination. For example, flour is introduced to the outside play kitchen area. Children use it for a range of purposes, they make an ice cream parlour then a cake. They add water and consider how it changes.

## Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have an excellent understanding of child protection procedures. They know what might cause a concern and what to do to keep children safe. There are robust systems in place for the safe recruitment and induction of staff. Staff consider the environment carefully, considering risks and how to ensure children can have challenge in their play while being safe. Children learn clear rules and routines to support their development, independence and safety, for example they have visual reminders to keep sticks low, look and listen. Staff access a range of training and development opportunities to enhance the curriculum they provide.

## Setting details

<b>Unique reference number</b>	2543290
<b>Local authority</b>	Devon
<b>Inspection number</b>	10216318
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Venture Outdoor Kindergarten Partnership
<b>Registered person unique reference number</b>	RP555907
<b>Telephone number</b>	07500927722
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Venture Kitley Farm was registered in 2019 and operates from its own garden space with access to the organic farm and farm shop next door. The nursery is open Monday to Friday during term time only. Sessions run from 8am to 4pm. The nursery provides funded early years education for two-, three- and four-year-old children. The nursery employs five staff, four hold early years teacher status and one member of staff is working towards their level 3 qualification.

## Information about this inspection

### Inspector

Dilys Vincent

## Inspection activities

- This was the first routine inspection the nursery 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 pre-school.
- The inspector spoke to the managers and gathered the views of staff.
- The managers led the inspector on a tour of the grounds and talked about the early years curriculum the children experience.
- The inspector observed activities and the quality of education being provided and assessed the impact on children's development.
- The manager and the inspector carried out a joint observation during a large-group activity.
- The inspector spoke with several parents and children 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.

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