

Inspection of Napley Lodge Farm Day Nursery

Napley Farm, Mucklestone Road, Norton-in-Hales, MARKET DRAYTON, Shropshire TF9 4AL

Inspection date: 19 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Staff welcome children and support them to settle quickly to an array of activities. The wonderful surroundings that children see every day really sparks their interests. Staff know how to facilitate children's learning as they talk to them from a young age about the animals and transport they can see around them on the farm. Children love to name the animals and younger children excitedly make the different animal sounds. Staff talk to children about the big tractor, and this inspires children to recall what they have learned about different transport. Children are encouraged to respect their environment and to keep themselves safe as they play in the outdoor spaces and visit the woodland area. They enjoy planting vegetables and are beginning to learn about where our food source comes from.

Staff promote equality and diversity well. They share books and stories with positive images to help all children understand families and communities different to their own. Staff have high expectations for all children. They identify and provide targeted support for children with special educational needs and/or disabilities. This helps to close gaps in their learning quickly.

Staff act as positive role models; they use positive language and praise and encourage children to have a go. This helps all children to persist at tasks and they smile happily as they achieve. Children develop firm friendships and show respect for one another. They play incredibly well together. Babies and toddlers receive lots of cuddles and reassurance and they are supported to self-soothe. This helps them to develop strong attachments with key staff, who take the time to get to know them well.

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

- Leaders and managers have taken swift and effective action since the last inspection. They are continually looking to improve practice and have worked extremely hard to recruit staff to ensure they meet requirements for staffing arrangements. Staff comment that their well-being is considered and they feel very well supported.
- All staff receive regular supervision and they are provided with regular training, mentoring and coaching. However, the newest staff, including apprentices, would benefit from more highly focused training in order to further develop their teaching skills.
- Children's communication and language is supported well. Staff imitate babies' babbles. They pronounce words correctly and in every room they eagerly read stories and sing songs and rhymes. Children show the progress they have made as they learn new words, demonstrate their understanding, make their needs

known and confidently talk to each other, staff and visitors. All children listen well and respond to staff and their peers. They show great achievement when they complete tasks.

- Children have ample opportunities to be physically active. Staff support them to take risks and challenges as they play. Consequently, children show perseverance as they balance along beams, climb on the climbing structures and negotiate space as they ride on bikes and scooters. Babies are encouraged to reach for things to aid their core strength and support their early walking. Toddlers enjoy chasing the bubbles and excitedly pop them.
- Staff know the children well, and observe and assess them to identify where to focus their learning next. This results in most staff planning a range of experiences and focusing their teaching to build on children's prior learning. For example, staff in the pre-school room plan a range of activities around the minibeast theme and target their teaching to develop language, creative skills, and hand-to-eye coordination. However, some staff, particularly those working with younger children, do not fully consider children's current abilities when they plan activities. On occasions, younger children do not fully consolidate some aspects of their learning in readiness for their transition into the next room.
- Staff have built positive relationships with parents, and they value their views. They gain detailed information when children first start, so that they can build a picture of the child and their family. Staff regularly communicate with parents and share information about the progress their children make. All parents are familiar with their child's key person, and they say how happy they are with the setting. They are provided with written reports and information is shared to support learning at home.
- Staff promote children's care practices and independence well. Babies and young children benefit from interactive nappy changing times, as staff talk and sing to them. As children master toilet training, they develop independence with using the toilet and follow good hygiene routines. Pre-school children are very independent. They develop a good awareness of taking care of their own personal needs with using the toilet, dressing, and undressing. At mealtimes, the progress children make throughout the nursery can be seen and pre-school children confidently prepare snacks and scrape their plates when they have finished.

Safeguarding

The arrangements for safeguarding are effective.

All staff have completed safeguarding training. Leaders and managers regularly test staff's knowledge to ensure that all staff are fully aware of the setting's updated policies and procedures. This includes what to do if an allegation is made against a member of staff. All staff are alert to the possible signs of abuse and neglect and know the local procedures to follow if they have any concerns about a child in their care. Staff know to follow the whistle-blowing policy if they have a concern about a member of staff. Recruitment and suitability checks have been improved and all staff receive vetting checks, including Disclosure and Barring

Service checks. Staff will only carry out intimate care needs once their suitability checks have been completed. Staff carry out risk assessments to ensure that all areas children access are safe. They complete a thorough risk assessment when children are going to forest school to ensure children walk safely over the road and learn to keep themselves safe when exploring in the woods.

What does the setting need to do to improve?

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

- provide highly focused and well-targeted training to further support new staff, including those completing their apprenticeships, to elevate the quality of teaching
- embed the curriculum, particularly for children in the younger rooms, and support staff to plan well-sequenced experiences that further consolidate and build on children's knowledge ahead of the next stage of their learning.

Setting details

Unique reference number	EY310660
Local authority	Staffordshire
Inspection number	10239757
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	72
Number of children on roll	102
Name of registered person	D E & S E Furnival Limited
Registered person unique reference number	RP902043
Telephone number	01630 674366
Date of previous inspection	15 December 2021

Information about this early years setting

Napley Lodge Farm Day Nursery registered in 2005. The nursery employs 16 members of childcare staff. Of these, 11 staff hold appropriate early years qualifications at level 2 or above, including one with early years professional status. The nursery opens from Monday to Friday, for 51 weeks of the year, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma McCabe

Inspection activities

- The inspector discussed any continued 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 their children to learn.
- The inspector spoke to children and parents during the inspection and gained their views about their experiences of the provision.
- Staff held discussions with the inspector throughout the inspection.
- The inspector carried out a joint observation with the manager and assessed the quality of education.
- The inspector viewed documents relating to the suitability of staff working in the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises

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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