

Inspection of The Farmhouse Nursery School

5 Church Green, Witney, Oxfordshire OX28 4AZ

Inspection date: 23 May 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	Outstanding

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at nursery. Staff understand the importance of working closely with parents to help children feel confident in their new surroundings. Children benefit from thoughtful settling-in arrangements. They are given ample opportunities to become familiar with staff and the nursery. Children develop the confidence to enjoy their time away from home. They show that they feel safe and secure with the kind, nurturing staff.

Children behave well. Staff are consistent and clear about behaviour expectations. This helps children gain an accurate understanding about what is expected of them. For example, they know where to line up before some activities and to walk as they move between rooms.

Children's interests and personalities are well known, and staff use these well to build on children's learning and personal development. Staff focus effectively on filling gaps in children's learning and experiences, as a result of the COVID-19 pandemic. For example, there is a strong curriculum focus on children's personal, social and communication development. Children learn to share and play cooperatively. For example, they enjoy taking turns to throw balls into buckets. They line up and pass balls to each other. Staff show an interest in children's lives. This encourages children to engage in conversations and strengthens their speaking and listening skills. Staff introduce new words as children play to extend vocabulary.

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

- Staff place a high priority on reading with children. They provide cosy and inviting book corners. Children know to sit facing the member of staff who is reading. They enjoy settling down on cushions and under blankets. This helps children focus and listen well. Staff read in engaging voices and skilfully draw children into conversations about the stories. This strong practice is helping children to develop a love of stories and books.
- Children develop lots of useful independence skills. Staff carefully teach children how to do things for themselves. They then ensure that children have plenty of opportunities to practise these skills. This builds children's confidence and self-esteem. For example, children persevere in putting on their own shoes. They smile with pride when they succeed.
- The well-planned and effectively sequenced programme of adult-focused learning is a real strength of the setting. Children show that they are remembering very well what they have been taught at these times. For example, children remember how to get their bodies into different yoga poses. These activities are also used very well to underpin learning about behaviour, listening

and taking turns.

- Staff have identified that some children are interested in writing letters and words. Staff provide resources to encourage children to follow this interest. However, they do not always teach children accurately how to form letters and hold pencils, to best support this aspect of children's literacy development.
- A well-considered key-person system is used very well to help children build trusting relationships with staff. The manager carefully considers children's personalities and needs when deciding which staff will act as key person for which children. Children look to their key person for reassurance and guidance when needed. These warm, trusting relationships are used very well to develop children's confidence and independence.
- Staff use mealtimes to encourage independence. However, they are less effective at using these times to give consistent messages about healthy food choices. For example, staff do not make the most of opportunities to help children consider which contents of their lunch boxes are the most nutritious.
- Partnerships with parents are strong. Parents speak in glowing terms about their children's time at nursery. They find the staff approachable and understanding. Staff support children's learning at home effectively. During periods when the nursery was closed due to the COVID-19 pandemic, staff regularly shared suggestions for home learning activities. Parents report that this was very beneficial to children's ongoing progress.
- The manager is very supportive of her staff team. She leads by example with her own teaching skills. She ensures staff's workload is not overly burdensome and monitors and supports staff's well-being. This helps ensure a happy and positive environment for staff and children.

Safeguarding

The arrangements for safeguarding are effective.

The manager takes lead responsibility for safeguarding. She has a thorough understanding of her role. All staff complete regular safeguarding training. The manager is effective in ensuring staff have the knowledge they need to keep children safe. Staff are able to identify the signs that children may be at risk of harm, neglect or exposure to extreme views. The manager and provider follow robust recruitment procedures to ensure those they employ to work with children are suitable to do so. The premises are secure. Staff identify and minimise risks in the nursery environment effectively.

What does the setting need to do to improve?

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

- strengthen staff's understanding of how and when to help children hold pencils and form letters correctly, to enhance the literacy curriculum further

- develop more opportunities for children to learn to make thoughtful decisions around healthy eating choices.

Setting details

Unique reference number	EY426357
Local authority	Oxfordshire
Inspection number	10235539
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	2 to 4
Total number of places	28
Number of children on roll	41
Name of registered person	J & A Education Ltd
Registered person unique reference number	RP530575
Telephone number	01993700797
Date of previous inspection	30 March 2017

Information about this early years setting

The Farmhouse Nursery School registered in 2011 and is situated in Witney, Oxfordshire. It is open Monday and Friday from 8am to 5pm and Tuesday, Wednesday and Thursday from 8am to 6pm, term time. It is also open for some weeks of the school holidays. The provider employs eight members of staff, of whom five hold relevant qualifications at level 3. The provider receives funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector
Sarah Holley

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 and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector and the manager carried out a joint observation and evaluated the quality of education.
- Parents and children shared their views and the inspector took these into account.
- The inspector held a meeting with the manager to find out about the leadership and management of the setting.

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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