

Inspection of Offerton Farm Day Nursery

Offerton Farm, Hindlip Farm, Worcester, Worcs WR3 8SX

Inspection date:

7 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children who have been attending for a long time are generally happy and settled in this nursery. They arrive happily and separate from their parents with ease. Children accept cuddles from the warm and friendly staff, showing that they feel safe. They excitedly talk about ladybirds they have found at home. However, children who are new to the setting do not receive the emotional support they need to settle in. They have experienced many changes during their settling-in period and do not spend enough time with their key person to build a secure relationship that helps them to feel settled.

The quality of education children receive is variable. Staff working with younger children do not have a good enough understanding of children's individual needs or development. As a result, children do not consistently benefit from activities that help them learn. Sometimes interactions from adults do not extend on what children know and can do. Nevertheless, children enjoy the experiences staff provide. They engage quickly in water play as they pretend to wash cars. Children show high levels of concentration as they balance balls on spoons and transport them between cups.

In contrast, older children receive a high quality of education. Staff extend children's knowledge about dinosaurs as they make comparisons and learn about different characteristics. Children enthusiastically make predictions as they mix different materials during an experiment to make an eruption. They remember what they have learned about volcanos and talk about lava.

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

- Since the last inspection, the newly appointed manager has made many positive changes. She is passionate and committed and demonstrates a clear vision to provide children with the best possible experiences. Although the manager has plans in place to achieve her vision, some aspects have not yet been achieved and the provision requires improvement.
- The quality of teaching throughout the nursery is inconsistent. The manager has devised a well-sequenced curriculum intended to teach children the knowledge and skills they need to prepare them for the next stage in their learning, including their eventual move to school. However, staff's understanding of the curriculum is variable. Staff working with the younger age groups do not deliver this successfully to help all children reach their potential.
- Parents speak extremely highly about the setting. They praise the relationships they and their children have with staff. Parents enjoy receiving detailed information from staff about their children's care and learning, including through an online app.

- Staff do not have a good enough understanding of the importance of hygiene practices to promote children's good health. For example, they continue to use a nappy changing mat that has torn, which could cause cross infection. Staff do not ensure children wash their hands before eating breakfast. Children are able to access a dirty toilet and a sink that is blocked and holding stagnant water. Younger children eat from plastic bowls that have an accumulation of scores in, which have caused dirt to build up. That said, managers respond promptly when these issues are brought to their attention in order to keep children safe.
- The nursery continues to encounter difficulties in recruitment and staffing. As a result, the key-person system for children is not effective. New children do not receive the emotional support they need to form close bonds with staff. Consequently, they struggle to settle in after a long time. When children move rooms, there is not always a handover between staff to ensure they know children well enough. Therefore, not all children consistently receive care and learning that are tailored to meet their individual needs.
- The arrangements for the supervision of staff and the monitoring of teaching and practice are not yet successful in identifying and tackling weaknesses. Although the manager provides staff with regular opportunities to discuss their work, these are not focused sharply enough on helping staff improve their performance. As a result, the quality of education children receive is variable and some staff lack knowledge of their responsibilities. That said, staff report that they are well supported by managers.
- Children generally behave well and follow rules and boundaries. For example, they know that they need an adult with them before they play on a climbing structure. Older children play kindly and cooperatively together and are highly motivated by the exciting learning experiences available to them. However, opportunities for younger children do not consistently capture their needs and interests. As a result, at times, some children struggle to engage.
- Children in the nursery are highly confident and are accepting of new people. Staff use visual aids to support children who speak English as an additional language, and they incorporate children's home languages during group times. However, children do not have enough opportunities to learn about differences in people beyond their own immediate experiences to appreciate equality and diversity.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff undertake comprehensive training to keep their knowledge of safeguarding issues up to date. They are alert to a broad range of safeguarding issues and can identify signs that could indicate a child is at risk of harm. Managers and staff know the procedures to follow if they have concerns about a child's safety. They share their knowledge of safeguarding matters with parents, for example online safety to help parents keep children safe when accessing technology at home. The manager implements effective recruitment procedures to assess the suitability of staff who work with children. Risk assessment is used

effectively to keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve hygiene procedures to prevent the spread of infection and promote children's good health	08/07/2022
implement an effective key-person system so that staff have a secure knowledge about all children, including those who are new to the setting, in order to form settled relationships and provide children with care and learning that are tailored to meet their individual needs	08/07/2022
provide staff with effective supervision and training opportunities that support them to fully understand all aspects of their role and responsibilities and raise the quality of teaching and practice consistently to at least a good level.	08/07/2022

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

- help staff to understand and successfully implement the curriculum for younger children so that they consistently benefit from high-quality learning opportunities and are supported to make the best possible progress in their learning and development
- build on opportunities for children to learn about differences in people and the community beyond their own immediate experiences so that they understand and appreciate equality and diversity.

Setting details

Unique reference number	205227
Local authority	Worcestershire
Inspection number	10218315
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	1 to 4
Total number of places	69
Number of children on roll	82
Name of registered person	Weston, Rosemary Sarah
Registered person unique reference number	RP512132
Telephone number	01905 757779
Date of previous inspection	13 December 2021

Information about this early years setting

Offerton Farm Day Nursery registered in 1996 and is located in Worcester. The nursery opens from 7.45am until 6pm, Monday to Friday, all year round. There are 20 members of childcare staff employed. Of these, 13 hold appropriate qualifications between level 2 and level 6. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lisa Bennett

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 and the inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The manager and the inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- Parents and children spoke to the inspector and gave their views on the setting.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact of this on children's learning.
- The inspector held a meeting with the manager and looked at relevant documentation and evidence of staff suitability.

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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