

Inspection of Manor Farm Nursery Ltd

Manor Farm, Burford Road, Lechlade, Gloucestershire GL7 3EX

Inspection date: 11 May 2022

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Considerable weaknesses in safeguarding compromise children's welfare at this setting. Leaders fail to ensure that the setting's safeguarding policy is implemented when there are concerns about a child's welfare. For example, a lack of appropriate recording procedures results in staff recording concerns in notebooks and on scraps of paper. Leaders and staff fail to record and report significant safeguarding concerns to external authorities and, as a result, they fail to keep children safe. The designated safeguarding lead is not effective in her role. She does not keep records when staff report concerns. Staff fail to escalate the concerns they have when leaders do not act on the information provided to them. This creates a complacent safeguarding culture, which has a significant impact on children's safety.

Children have an abundance of opportunities for fresh air and exercise. The setting benefits from an extensive outside area, which is well resourced and organised. Children gather vegetables from their newly planted garden. They look after rabbits, guinea pigs and ponies and learn how to care for living things. They excitedly run and explore under logs, in hedgerows and under stones to find insects. Children record what they find and excitedly call, 'Wow, come and look at this massive slug'.

Staff have high expectations of children's behaviour. Children behave well at this setting. Staff model respectful behaviour and good manners. Children are kind, considerate and polite. Staff praise children's efforts, behaviour and achievements.

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

- Leaders fail to keep children safe. They do not ensure key members of staff fulfil their roles and responsibilities. Leaders do not understand how to meet safeguarding requirements. They have not acted appropriately to information that has been shared with them and have failed to safeguard children.
- Parents report they are very happy with the care and education children receive. Parents share they feel children make good progress at this setting. Staff establish a good baseline from comprehensive discussions with parents about what children can and cannot do on entry.
- Older children enjoy listening to stories and join in with repeated refrains with gusto. Children excitedly share what they have learned about books. They use words like 'author, illustrator, the blurb' and 'the content page'. Staff encourage children to hear initial sounds in words. However, staff do not consistently model correct letter sounds. This means children learn sounds incorrectly as they transition into school.
- Children are provided with opportunities to learn about their wider world. The

setting gives children real experiences to enhance learning. For example, organising visits from the police, dentist and the vet. The setting has a good key-person approach in place and staff know children well. However, a failure to implement robust safeguarding procedures means children's safety and personal development are compromised.

- The setting provides children with fresh, healthy food. Children wash their hands before coming to the table. They remember to say please and thank you. Staff consider the age, stage and physical ability of children to determine what seating is suitable at mealtimes. For example, some sit in high chairs and some on low chairs and tables.
- Children with special educational needs and/or disabilities make good progress at this setting. Staff are attentive to their needs. Staff gather useful information from parents and share strategies that support children in settling. This helps children receive continuity of care.
- Staff interact with babies warmly; they use positive body language. For example, being down on their level, making regular eye contact, smiling and using positive facial expressions. Staff know how to extend language. For example, using repetition in the words they use. This supports young children to embed their understanding of the language they are hearing. For example, staff say 'shiny ball, blue ball, rolling' and give commentary about children's actions, such as 'roll the ball'.
- Staff often choose to attend to housekeeping tasks at inopportune moments, which, at times, disrupts children's learning. For example, staff initiate conversations with staff when they are leading activities, which leaves children having to wait and, staff take children to have a nappy change during story time.

Safeguarding

The arrangements for safeguarding are not effective.

There are considerable weaknesses in safeguarding practices that have a significant impact on children's welfare. While some staff have a suitable knowledge of safeguarding procedures, these are not embedded in practice. The setting has failed to act on key information nor kept consistent records to share with external authorities. Concerns about children's welfare have not been referred to child protection agencies swiftly, compromising children's safety. Leaders fail to ensure child protection policies and procedures are implemented in practice. Staff do not escalate concerns outside of the nursery or follow the whistle-blowing policy.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that the person designated to take lead responsibility for safeguarding makes timely referrals and shares concerns to relevant agencies without delay	25/05/2022
ensure all staff, including all leaders, receive effective training to understand the safeguarding policy and procedures, with particular regard to escalating concerns outside of the setting and/or whistle-blowing	25/05/2022
implement robust systems to record all current and emerging child protection concerns in line with local safeguarding partnership guidance.	25/05/2022

Setting details

Unique reference number	2537413
Local authority	Gloucestershire
Inspection number	10208611
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	125
Number of children on roll	165
Name of registered person	Manor Farm Nursery Ltd
Registered person unique reference number	2537412
Telephone number	07760788081
Date of previous inspection	Not applicable

Information about this early years setting

The Manor Farm Nursery Ltd reregistered in June 2019. The setting employs 38 members of staff. Of these, one holds qualified teacher status and one holds early years teacher status. A further 28 members of staff hold appropriate early years qualifications at level 2 and above. The setting opens Monday to Friday, from 7.30am until 6pm all year round. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Gwyneth Keen
Dominique Allotey

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 provider and has taken that into account in their evaluation of the nursery.
- The inspectors spoke to leaders and staff at appropriate times during the inspection and also spoke to the children.
- The lead inspector and manager went on a learning walk. The manager told the inspector what they want children to learn and how they would do this.
- The manager and lead inspector carried out a joint inspection. They observed how well staff teach children and what they want them to learn.
- The inspectors spoke to parents and took into account their views on how well the setting cares for their children.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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