

# Report for childcare on domestic premises

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Inspection date: 20 June 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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	Good

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

### **The provision is outstanding**

Children demonstrate high levels of enjoyment as they thrive in the well-planned outdoor setting. The carefully planned curriculum creates an abundance of learning opportunities, utilising the natural world around them. For example, children are gaining an understanding of early mathematical concepts as they estimate whether more scoops of chicken feed will make the bucket heavy or light. They practise simple addition as they hammer nails into wood stumps. Children flourish as they engage in interesting and exciting experiences and are exceptionally well prepared for their next stage of learning.

Children form strong friendships. They play together harmoniously taking each other's views and wishes into account. For instance, as children make pancakes in the sand, they discuss and decide their individual roles collectively. Some children decide to fetch water while others add different ingredients to the bowl. They show great maturity as they share and listen to each other's ideas. Children value each other's contributions.

Children are gaining a deep understanding of how to keep themselves safe. For example, they discuss why walking in front of a swing is dangerous. They display confidence and care as they scale large mud hills, finding techniques that reflect their differing abilities. Staff fully support children's understanding as they explain why rules are in place and the possible consequences. As a result, children are developing an early understanding of risk assessment, which they naturally incorporate into their play.

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

- The manager has an excellent understanding of individual staff's development needs. She utilises their expertise and interests to enhance the provision exceptionally well. Staff supervision is highly effective in monitoring practice and performance. Staff have recently updated their knowledge to support children's attention skills. This has had a positive impact on children's concentration and is reflected in the progress children are making in this area.
- The manager uses additional funding to narrow gaps in development for those who need it most. She carefully considers the individual learning needs of each group of children and effectively plans resources to enhance the provision. For example, weekly visits from the music bus and a yoga instructor positively impact those whose development has been affected by the COVID-19 pandemic. As a result, all children, including those who have special educational needs and/or disabilities and those in receipt of additional funding, are making excellent progress in all areas.
- Staff have superb knowledge of how children learn. They consider children's

individual developmental stages carefully before providing challenges in other areas. For example, children learn how to communicate their needs and undress themselves before they learn to use the toilet. Staff ensure teaching and learning are expertly sequenced.

- Children communicate with great confidence. Staff support children's early language development exceptionally well. They repeat unclear language for those who are at an earlier stage of development. They ask lots of open questions to initiate conversations. This is reflected in the detailed discussions children have with each other. Children are developing a love of stories. They take books into the forest and read to each other by the river. Children are confident in using the pictures in books to create stories, which are very much enjoyed by their friends as they listen intently.
- Children have an abundance of opportunities to develop their physical skills. For instance, they find leftover charcoal in the fire pit and make a variety of marks and pictures on planks of wood. They work together to carefully select natural materials as they make a birthday cake. They practise their pincer grip to pick small leaves and tiny items from the ground to add as 'sprinkles'. Children develop a secure connection with their bodies as they utilise sensory experiences. For example, they wade through mud and splash in streams, and they explore earth and grass with bare feet, describing what this feels like. Children show great confidence and agility as they climb wooden structures and small trees.
- Children are learning about the consequences of their actions within the wider world. They show an understanding of the impact littering has on the environment. They place rubbish in their bag to ensure animals do not eat it and become unwell. Staff extend children's knowledge further by explaining how litter contaminates the ground, which is where some foods come from.
- Partnerships with parents and professionals are highly effective. Staff work in partnership with other settings, schools and professionals. This ensures children receive the support they need as they successfully transition to their next stage in learning. Parents speak enthusiastically about the opportunities their children have access to at the setting. They report that children have made excellent progress during their time there.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have an impressive understanding of their role in protecting children. They have excellent knowledge of how to identify potential signs of abuse and the procedures they would use to report any concerns for a child's welfare. Risk assessments are embedded in practice and provide children with a very safe environment to play and learn. Recruitment is robust and has a very firm focus on ensuring the suitability of all staff who work directly with children. In addition, effective supervision ensures staff's ongoing suitability is monitored regularly.

## Setting details

<b>Unique reference number</b>	EY473187
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10225520
<b>Type of provision</b>	Childcare on domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	55
<b>Registered person unique reference number</b>	RP511248
<b>Date of previous inspection</b>	7 September 2016

## Information about this early years setting

Natural Nurture Nursery registered in 2014 and is situated on a 33-acre farm in Billingshurst, West Sussex. It is open from 8am to 5pm, Monday to Friday, all year round. The provider employs nine members of staff; seven of whom hold qualifications at level 3 or above. The nursery receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Paula Sissons

## 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 her evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a focused activity with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at 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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