

Inspection of Farley Nursery School, Steeple Langford

School House, Salisbury Road, Steeple Langford, SALISBURY SP3 4NQ

Inspection date: 26 August 2022

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish at this inviting setting. Separating from their parents confidently at the door, children run into the nursery to find their friends and explore. Parents are happy to leave their children here to learn as they trust the experienced staff implicitly. Babies settle quickly as staff replicate a calming homely experience.

Children spend most of their day outside exploring the extensive grounds in the fresh air. Staff have created extremely attractive areas, such as the treehouse where children use their imaginations freely. Children run down the hill to join in activities designed by staff who know them very well. Freedom is key to a child's fun and learning here and staff are skilfully deployed to make this happen.

Staff are exceptional role models and children are extremely well behaved and guided by the golden rules. Children receive the best possible start to their education. Staff plan enticing activities which engage the children and extend their knowledge. Well-trained staff have created a highly ambitious curriculum for all children, including those who may have special educational needs and/or disabilities (SEND). All children thrive. Staff help children to become respectful adults of tomorrow. Differences are celebrated and discussed openly, and children learn what it is to be unique.

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

- Staff talk about the 'Farley Family' to which staff, children and parents all belong. This is reflected in the depth of knowledge which staff have about each child. Children benefit from an exceptional education that is targeted to support their individual next steps. Transitions from room to room are managed exceptionally well so children flourish but at their own pace.
- Extremely well trained staff know when learning has been embedded and skilfully sequence teaching opportunities. Staff assess and track children to ensure that they progress enormously well in all areas of learning. The needs of children with SEND are quickly identified and support is put in place. Staff engage effectively with parents, professionals and the community to ensure that children who may be falling behind in any aspect of learning benefit from early intervention.
- Children know what is expected of them and behaviour is exemplary. They demonstrate very positive attitudes to learning and listen intently to adults, responding to requests and instructions happily.
- Staff organise a timetable of learning enriched by visits to local places, such as an allotment, care home and church. Children learn about the wider world around them and how they fit into their community. For example, they gather food at Harvest and donate to families who are less fortunate. They benefit from

an environment which staff have enriched with learning opportunities. Staff reflect on their practice frequently to ensure that children have the optimum opportunity to learn but also have fun.

- Children feel cared for and loved as they approach staff for support and praise. Staff are consistent in their approach to support children understand their emotions and children learn how to put those emotions into words. Therefore, children are resilient and communicate with each other eloquently.
- Staff go over and above what is expected from them and parents feel very well supported. For example, the manager and the special educational needs coordinator (SENCo) visit all local schools to understand how to support the children who are moving on. As a result, children are ready and enthusiastic for their Reception Year.
- Management encourages staff to learn and grow. They listen to what they have to say and staff take advantage of the professional development opportunities. Staff's well-being is high on the leadership agenda and staff feel cared for and valued. They are enthusiastic and proud of their roles and often enjoy long careers at this nursery.
- Staff reflect that the pandemic has impacted children's early learning. Staff therefore highlight language and communication and personal, social and emotional development in all activities.
- There is a strong culture of safeguarding throughout the nursery which seeks to eliminate all risks of harm against the children in the 'Farley Family'.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is extremely effective. Robust procedures and policies are in place and followed by all staff and managers. Staff can identify the signs and symptoms of all types of abuse and are confident to act immediately if they have any concerns about the welfare of a child. Leaders ensure that staff have the opportunity to update training regularly, so staff expand their knowledge to ensure that no child comes to harm. Regular staff meetings also prompt safeguarding discussions so any concerns are monitored and acted upon.

Setting details

Unique reference number	EY418478
Local authority	Wiltshire
Inspection number	10125868
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 7
Total number of places	72
Number of children on roll	120
Name of registered person	Farley Nursery School Limited
Registered person unique reference number	RP906080
Telephone number	01722 790 435
Date of previous inspection	17 March 2015

Information about this early years setting

Farley Nursery School, Steeple Langford registered in 2010. The nursery is open from 7:30am until 6pm, Monday to Friday, all year round. The nursery is in receipt of funding for the provision of free early education for two, three and four-year-olds. There are 19 staff who work with the children and most hold relevant early years qualifications. The owner has early years professional status.

Information about this inspection

Inspector

Fiona Whitwell

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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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