

Inspection of Glebe Farm Nursery School

Glebe Farm, Heighington Road, Canwick, Lincoln, Lincolnshire LN4 2RJ

Inspection date: 21 September 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

The children who attend this nursery school are curious and enthusiastic learners. They are supported by skilled staff who use effective teaching strategies to engage and excite them. Children remember what they have previously learned, and staff make the most of the nursery school's countryside location to further enhance their knowledge. For example, young children rush to the window when they hear the word 'tractor'. Staff repeat vocabulary that they have previously introduced, asking if the children can spot a pheasant or a partridge in the fields beyond. They quickly provide children with books about farm vehicles, which children carefully look at. Children point to the pictures and attempt the words they see as they use two sounds to start and form the word 'tractor'. Young children are supported well to develop their emerging language and communication skills.

Older children demonstrate their growing confidence. During large group time activities, individual children spontaneously sing their favourite nursery rhymes. They seek a reassuring nod from encouraging staff, who create a safe and emotionally secure environment for children. Children are elated with pride when they end their song and receive a round of applause from the group. Other children show respect as they sit and listen intently and are keen to celebrate their friend's achievement. This interaction shows that children are developing positive social skills. They are building warm and supportive friendships with their peers.

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

- The manager has a good understanding of the communities in which children live. She recognises how staff can enhance children's experiences and tailor support for families. For example, children who live in the city relish opportunities to explore nature in the woodlands and fields surrounding the nursery school. Additional funding has been thoughtfully used to purchase resources to support children whose parents are deployed through the Armed Forces.
- Staff use effective strategies to help embed and shape children's good behaviour. Children quickly respond to cues which helps to create a positive learning environment. For example, when children become overly excited during a group game, staff quickly and quietly put their finger to their lips. Children instantly recognise what this means and immediately respond by calming down.
- Children across the setting learn via collective topics which staff have chosen to theme activities, for example autumn. This unites children in their learning. However, staff have not considered the skills and knowledge they want individual children to gain from each activity. For example, staff explain they want one-year-old children to learn about the seasons changing through a leaf-collecting activity. This concept is too complex for young children to understand.

Nevertheless, these children practise their small-muscle skills as they pick leaves from the ground and the trees.

- Children are supported from a young age to practise good hygiene routines, which promote their good health. Babies are encouraged to wash their hands when they return indoors from playing outside. Pre-school children independently use the bathroom. With occasional gentle reminders, they independently wash their own hands and are able to identify why this is important.
- Staff involve parents in their children's learning. Families borrow books and song bags from the 'lending library'. Staff provide parents with activity ideas that they can do at home with their children. However, these activity ideas are not always clearly linked to individual children's learning. For example, staff suggest that parents collect natural treasures with their children, but do not say how this activity might enhance their child's different areas of learning and development.
- The manager is invested in promoting staff's well-being. The impact of this is clear as staff are highly motivated and report how happy they are in their roles. A well-being champion has been appointed. This member of staff has completed training around staff well-being and mental health. This benefits her own continued professional development, as well as the wider team through the support she gives.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a sound understanding of child protection. They know the indicators that could suggest a child is at risk of harm. Staff are clear about what to do if they have a concern of this nature. The manager invites the local police officer to talk with staff about current safeguarding concerns. This helps the whole staff team keep a breadth of developments in the local area. The nursery school's premises is securely maintained and kept free from hazards. Staff understand their whistle-blowing responsibilities and are confident to report any concerns about a colleague. The manager ensures ongoing suitability checks are completed to ensure staff are suitable to fulfil their roles.

What does the setting need to do to improve?

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

- help staff to secure a clear understanding of what age-appropriate skills and knowledge they want individual children to learn
- extend the information shared with parents to enable them to further support children's learning and development at home.

Setting details

Unique reference number	EY277519
Local authority	Lincolnshire
Inspection number	10138588
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	82
Number of children on roll	133
Name of registered person	Glebe Farm Nursery School Ltd
Registered person unique reference number	RP902416
Telephone number	01522575055
Date of previous inspection	14 January 2016

Information about this early years setting

Glebe Farm Nursery School, Lincolnshire, originally opened in 1996 and re-registered in 2004. The nursery opens from 7.45am to 5.30pm Monday to Friday, all year round, apart from bank holidays, two weeks at the end of August and a week at Christmas. There are 26 members of staff employed by the setting who work directly with the children, including the manager. Four staff hold a qualified teacher status, two staff are qualified to level 6 and 18 staff hold appropriate qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Charlotte Whalley

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 provision.
- The manager, deputy manager and inspector completed a learning walk together of all areas of the nursery school and discussed the early years curriculum.
- Children confidently interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of a painting activity with the manager.
- The inspector spoke to four parents during the inspection and took account of their views.
- The inspector read one reference from a parent during the inspection and took account of their views.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery school.

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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