

# Inspection of Little Barn Owls At Farlington

Farlington School, Guildford Road, Broadbridge Heath, Horsham, Sussex RH12 3PN

---

Inspection date: 22 September 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
------------------------------	--------------------

---

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Not applicable

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

### **The provision is outstanding**

Children are at the heart of everything that this nursery does. Each child is recognised as a unique individual. The leaders and her team have the highest aspirations for all children. They believe there are no limits to what children can achieve. Children are extremely motivated across the vibrant, highly stimulating learning environment, where teaching is fully embedded. This helps all children, including the most able and those with special educational needs and/or disabilities, to have a positive attitude to learning and achieve the best possible outcomes.

Children separate with confidence from their parents and carers. They demonstrate that they feel safe and thrive in the care of the professional and dedicated staff. Exemplary relationships between staff provide an excellent role model for children's behaviour. Babies settle quickly, warmly smiling. Children establish strong and affectionate bonds with their key person. They flourish as they look with awe and wonder at the shapes illuminated with an overhead projector. Children show high levels of respect and consideration towards each other. They are extremely happy and highly engaged in their play. Children are very kind and thoughtful. For instance, they notice when their table needs more water at mealtimes and enthusiastically fill the jug ready to share with their friends. Children's behaviour is highly impressive, and this supports their overall well-being.

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

- Leaders and staff have created an awe-inspiring curriculum. The use of the highly stimulating environment and resources contribute strongly to outstanding outcomes for children. Staff expertly deliver the curriculum through exploration that is centred on observation and discovery. Children are highly motivated in all areas of learning and development.
- Staff are highly reflective and understand the importance of a language-rich environment. As such, children are exposed to a vast vocabulary and enriching meaningful conversations. They learn about what 'camouflage' means and how they blend in or stand out in the forest background. Staff follow children's ideas exceptionally well. For instance, children make charcoal paint and use this to camouflage themselves and hide in the forest school. Furthermore, they talk about the different water systems they built to help their pumpkins grow.
- Staff deployment is excellent, and their high-quality interactions help each child to succeed. They seamlessly play alongside the children. Staff use their observations of what children know and can do to provide motivational and challenging experiences. For instance, children concentrate intently as they learn to use new tools to cut pieces of clay. Children have a wealth of opportunities to develop both their large and smaller muscles groups, preparing them for later

learning, such as writing.

- Staff provide learning opportunities based on children's individual learning styles. For instance, staff recognise the children who prefer to learn outdoors and use these opportunities to engage them in meaningful tasks, such as caring for the chickens and planting potatoes. Children have an excellent understanding of the world around them.
- Staff meticulously plan learning experiences, considering how to build on children's prior knowledge in each area of learning. They provide stimulating challenges for the most able children. For instance, they support children greatly in maths, encouraging them to add and subtract. Children develop a deep understanding of numbers to ten and beyond.
- Staff implement policies consistently throughout the nursery and teach children highly successful strategies to manage their feelings and behaviour. For instance, older children intuitively solve problems, and toddlers explore expressions on 'emotion spoons'. Staff help children to consider how they might feel in particular situations, such as moving house.
- Significant priority is given to children's safety. Staff develop children's understanding of how to keep themselves safe exceptionally well. For example, children speak about how they safely 'set' a fire at forest school. Staff teach children about how to keep themselves safe on walks within the nursery grounds when collecting conkers for their nature tray.
- Children lead exceptionally healthy lives at nursery. They thoroughly enjoy the freshly prepared, nutritious meals. Children play energetically, rest and relax, and manage their personal care exceedingly well. Staff follow meticulous nursery procedures to keep children safe and healthy, including meeting the needs of those with specific medical or dietary needs.
- Leaders monitor and support staff extremely well. Staff receive consistent support through robust and comprehensive supervision. This supports their ongoing professional development.

## Safeguarding

The arrangements for safeguarding are effective.

All staff are highly trained and 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. Children's well-being and safety are paramount. Risk assessments are embedded in practice and provide children with a very safe environment to play and learn. Staff teach children about staying safe. For example, children participate in risk assessments and learn how to use resources and equipment safely. Recruitment and selection procedures are robust, and leaders have high expectations of all staff.

## Setting details

<b>Unique reference number</b>	EY562826
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10194245
<b>Type of provision</b>	Childcare on non-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>	0 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Little Barn Owls Ltd
<b>Registered person unique reference number</b>	RP535122
<b>Telephone number</b>	01403 254413
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Barn Owls Nursery at Farlington registered in 2018. It is located in the Horsham area of West Sussex. The nursery is open 51 weeks of the year, each weekday, from 8am to 6pm. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. It follows the Reggio Emilia approach to education. The nursery employs 14 staff. Of those working with the children, two staff hold relevant early years qualifications at level 6 and 12 staff hold qualifications from level 2 to level 3.

## Information about this inspection

**Inspector**  
Kelly Lane

## 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, senior manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to practitioners at appropriate times during the inspection and took account of their views.
- 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 a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022