

Inspection of Manor Farm Nursery School

Netherhampton, Salisbury, Wiltshire SP2 8PU

Inspection date: 5 October 2022

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Risk assessment procedures are weak. Staff fail to identify risks and take action to keep children safe. Staff with lead responsibility for safeguarding are not aware of the correct procedures to report some concerns to external agencies. This puts children at risk of harm.

The nursery is not well organised. A chaotic environment and high noise levels impact on older children's learning. This is especially evident during transitions from one activity to another. Children play roughly, climb on the furniture and have disagreements. These are not always noticed by staff. When staff do intervene, they do not support children to manage their own feelings or understand the impact of their behaviour on others. This negatively impacts on children's learning and development.

Staff fail to prioritise meeting children's individual needs. Staff working with babies do not interact with them in an engaging way. They offer activities but do not actively encourage the babies to join in or respond to their body language or gestures. Older children become frustrated and lose interest in activities because they are not provided with appropriate tools for their age. For example, some children are unable to grip the long, thin paintbrushes and pencils provided for them by staff. This compromises children's enjoyment and motivation to learn.

Children have strong bonds with staff and seek them out for support when needed. Some older children enjoy planned activities with staff, talking about their trips to the beach while they make fish out of play dough.

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

- Leaders and managers plan a broad curriculum that staff adapt for each age group. However, staff do not always effectively consider the ages and individual needs of children when planning activities. Children often lose interest and are not always inspired to learn.
- Staff working with younger children fail to identify risks in the sleeping area that could cause injury or harm. Processes for checking on sleeping children are not effective in ensuring they stay safe.
- The designated safeguarding lead lacks the safeguarding knowledge to protect children's welfare. Other managers also have some responsibility for safeguarding, and information is not always shared effectively between them. As a result, the designated safeguarding lead is not aware of some relevant details relating to vulnerable children.
- Staff do not always manage challenging behaviour well. Behaviour plans are in place. However, when staff struggle to manage behaviour, they do not seek

support from other staff or managers. This means that they are unable to meet the needs of the children they are caring for and, consequently, children become upset and unsettled.

- Staff working with babies do not communicate effectively with them to develop their speech and vocabulary. For example, staff give them toys but do not sit with them and play or talk to them as they explore. Children do not benefit from activities that stimulate their curiosity and quickly lose interest.
- Managers model good practice for other staff. In the baby room, they introduce sensory activities to encourage children to explore and develop their creativity. However, staff do not engage with children and extend their learning effectively.
- Managers organise specialist teachers to attend the nursery to enhance children's learning experiences. For example, football coaching and dancing help to develop children's physical skills.
- Older children get plenty of fresh air and exercise. Babies climb on the soft play cushions to build their muscles and keep them fit and healthy.
- Older children enjoy listening as staff read books. They join in with the words and act out the stories with excitement. This helps to develop their language and literacy skills.
- The special educational needs coordinator makes swift referrals to external agencies to ensure children and families get the extra support they need.
- Parents say that staff are supportive, friendly and caring. They appreciate the time staff spend with them to share information when they drop off and collect their children.
- Older children show pride in their achievements. They demonstrate confidence and build self-esteem as they show staff their drawings and talk about them.
- When children were unable to attend the nursery due to the COVID-19 pandemic, staff provided online activities and stories for them to ensure continuity in their learning.

Safeguarding

The arrangements for safeguarding are not effective.

Staff are aware of the signs and symptoms that might indicate that a child is at risk of abuse. Some staff are unaware of who among the managers has lead responsibility for safeguarding but would report their concerns to one of them. The designated safeguarding lead does not fully understand the processes for reporting potential allegations made against a member of staff to external safeguarding agencies. This potentially compromises children's welfare. Risk assessment procedures are not effective in keeping children safe. For example, staff do not always follow safe sleeping guidance or bottle-feeding guidelines, which puts children at risk of harm.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement effective risk assessments to identify and minimise risks to keep children safe, with particular regard to the baby sleeping area	28/10/2022
ensure the designated safeguarding lead fully understands their role and responsibility to promptly report any allegations made against a member of staff, in line with the local safeguarding partnership guidelines	28/10/2022
ensure staff always follow the appropriate guidelines when preparing and feeding babies their bottles to ensure it is safe and hygienic	28/10/2022
ensure staff consistently and swiftly manage children's behaviour, to help children learn how to manage their own feelings and understand the impact of their actions on others	18/11/2022
improve the quality of staff interactions and organisation of activities to ensure they meet the individual needs of all children, with particular regard to developing communication skills for younger children.	18/11/2022

Setting details

Unique reference number	EY344769
Local authority	Wiltshire
Inspection number	10253931
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	45
Number of children on roll	61
Name of registered person	MANOR FARM NURSERY SCHOOL LIMITED
Registered person unique reference number	RP906065
Telephone number	01722 743 978
Date of previous inspection	22 March 2018

Information about this early years setting

Manor Farm Nursery School registered in 2006. It is in the village of Netherhampton, near Salisbury, Wiltshire. The nursery opens every weekday, from 8am to 6pm, all year round. The nursery is in receipt of funding to provide free early education for children aged two, three and four years. There are 11 staff who work directly with children, eight of whom hold relevant early years qualifications. One member of staff has a level 7 qualification, one has a level 6 qualification and five hold level 3 qualifications. Three members of staff are unqualified.

Information about this inspection

Inspector
Lisa Large

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 the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff 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 spoke with the nominated individual and managers about the leadership and management of the setting.
- The inspector spoke to several parents during the inspection and took account of their views.

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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