

Inspection of The Park Nursery

Brickwall Farm, Queen Street, Sible Hedingham, Halstead CO9 3RH

Inspection date:

7 December 2022

Overall effectiveness

Outstanding

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 extremely happy and motivated to learn in this inspiring setting. It is located on a farm in a rural area, where children experience the awe and wonder of the world. For example, they can visit the animals to discuss life cycles, including lambs in springtime. The forest school is led by a trained teacher and offers exceptional outdoor learning opportunities that encourage children to explore nature. Children discuss the life of a tree, talk about why leaves cover the ground and discover local wildlife habitats, including where badgers live.

The well-designed indoor and outdoor environments provide children with outstanding learning opportunities. The ambitious curriculum intent is based on 'in-the-moment planning' driven by children's individual interests. Children decide where to play and actively seek out activities of their own choosing.

Children's behaviour is exemplary. Children have developed exceptional skills in managing their own behaviour. The staff team models positive behaviour and teaches the children respect and tolerance. Children share, use sand timers to take turns and have developed warm friendships. Children support each other, for example as they help their friends to make 'rainbow ice cream' by collecting utensils for them. Babies have developed secure, trusting attachments. They are confident to explore and play independently, indoors and outdoors, knowing an adult is close by.

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

- Managers lead a highly qualified team in implementing an exceptionally effective curriculum across the setting based on children's interests. Staff actively promote children to be independent in self-selecting activities and learning experiences. As a result, children show extremely high levels of engagement in their learning environment.
- Routines across the setting are embedded well. Children take ownership of tidying away when the bell rings and know where things belong. Children wash their hands before meals. They enjoy a healthy snack and bring their own packed lunch. Children are supported to choose healthy options first from their lunch boxes, showing an awareness of a healthy diet. Children's behaviour is exemplary. They form close, respectful relationships with staff and each other.
- Teaching is outstanding. Children take ownership of their learning based on their individual interests, and this is encouraged by staff. For example, after reading cookbooks, children ask to cook and proceed to decorate ice-cream cones. Learning is extended later that day when children spontaneously role play at making ice cream in the home corner.
- Transition arrangements are highly effective. Following the COVID-19 pandemic,

parents now come into the setting to settle children. These sessions can be extended to meet the needs of the children. Room changes are managed well by key persons, who visit the children before they move, supporting children to adapt quickly to change. Communication books and laminated cards support all staff in knowing the individual needs of all the children. This is particularly important for young babies, who need consistent routines.

- Children with special educational needs and/or disabilities are supported extremely well. The special educational needs coordinator has a wealth of knowledge and experience that she shares with staff and parents. She works with external agencies to access all available support for children. As a result, children make excellent progress through tailored plans and interventions.
- Partnerships with parents are outstanding. Parents speak very highly about the setting and the positive relationships they have with the staff. Additionally, they explain how the setting actively supports them with home-learning information. Parents' evenings, daily discussions with staff, a communication app, newsletters and charity events organised at the local village hall all provide parents with opportunities to be a partner in their children's learning experiences.
- Staff have regular supervision meetings with managers, where a high emphasis is placed on well-being. Staff review their key children's progress and next steps at these meetings. They are given the opportunity to seek further professional development opportunities. For example, the setting pays for forest school training for a member of staff who is passionate about outdoor learning. Staff having access to this type of learning has a positive impact on children's learning and development, especially those children who have limited access to outdoor space.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust understanding of their responsibility to keep children safe. Staff are knowledgeable about the steps they would take if they have concerns about a child's welfare. Staff checks are robust, and all staff complete safeguarding training. The whistle-blowing policy within the setting covers the steps to take if no internal action is taken. Staff talk confidently about inclusion and equality and are trained to recognise and challenge any incidents immediately. Staff understand wider safeguarding issues, such as the 'Prevent' duty, and their knowledge is robust. Risk assessments are in place to ensure the setting is secure and children are safe.

Setting details

Unique reference number	2597376
Local authority	Essex
Inspection number	10251434
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	36
Number of children on roll	86
Name of registered person	T Kennedy Limited
Registered person unique reference number	2597374
Telephone number	07731169528
Date of previous inspection	Not applicable

Information about this early years setting

The Park Nursery registered in 2020. The setting employs 14 members of staff. All 14 staff hold appropriate early years qualifications at level 3 or above. This includes two members of staff who hold early years teacher status. The setting opens Monday to Friday, for 45 weeks of the year. Sessions are from 8.45am to 3.30pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Linda Cranny

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 inspector completed a learning walk with the manager and discussed the intent of the curriculum and the organisation of the setting.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spent time in all rooms observing the quality of education and teaching.
- The inspector talked to staff and children.
- The inspector talked to parents.
- The inspector observed a forest school activity.
- The inspector viewed documentation, including evidence of the suitability of staff.
- The inspector held a meeting with the management and leadership of 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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