

Inspection of Manor Farm Nursery School

Netherhampton, Salisbury, Wiltshire SP2 8PU

Inspection date: 26 January 2023

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	Inadequate

What is it like to attend this early years setting?

The provision is good

Children arrive at nursery excited and eager for their day. Kind, welcoming staff greet them with enthusiasm and happiness. Approachable, caring staff give parents time to share any information they need to about their child as they drop them off. As children walk to their classrooms with staff, they discuss the exciting day they have ahead at nursery and all the fun things they can do.

Children display very good behaviour. This has been a big focus since the last inspection. Babies play cooperatively as they excitedly bang cups together. They look to each other and giggle at the sounds they make. Toddlers share willingly when they do puzzles together. Skilled staff sensitively support them to negotiate when they both want the same puzzle. Older children sit together for 'assembly'. They intently listen to their friends speak and patiently wait for their turn. Children are aware and respectful of others.

Managers and staff have a clear intent for the curriculum. They value the importance of ensuring children have the best learning experiences at nursery. Staff use their knowledge of the children to develop exciting activities centred around children's interests to entice and engage them in learning. Children make good progress from their starting points.

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

- Staff have attended various training courses including communication and interactions with babies to improve their practice. It is evident to see this is embedded throughout the curriculum within the nursery. Staff communicate effectively with the youngest children and are responsive to the most subtle non-verbal cues. Babies learn their voice has value and the importance of communication.
- Children learn about their feelings and how to manage their emotions. Staff enthusiastically read children a story about feelings linked to colours. Children excitedly anticipate the story. After they listen, staff invite them to share how they are feeling today by choosing puppets linked to the colour of their emotion. Children share their colour. They confidently explain why they feel this way when staff ask them. Some share they are 'yellow' because they love their mummy. Others share they are 'grey' because they fear the dark. Staff listen intently and sensitively respond to children's words. Children learn the importance of sharing their emotions and begin to understand why they feel the way they do.
- Staff begin to encourage children's independence. Toys in the baby room are accessible for babies to choose. Toddlers learn to drink from open cups and make choices in their play. Older children put on their own coats for garden

play. However, this is not consistent. Babies do not get the opportunity to have a go at washing their hands before snack time and toddlers are not encouraged to wipe their own noses. Children do not consistently learn to be independent with their hygiene routines.

- Parents share their love for the nursery and all the staff. They express how happy their children are to attend and the good progress they have made since they have started. Staff are very supportive of families and provide good communication. Parents are well informed of their children's learning and their day at nursery. Children and families are excellently supported.
- Children have daily opportunities to develop their physical skills. Babies build their confidence as they climb on soft-play blocks. They smile when they 'bump' down the steps. Staff close by praise their achievements. Older children run, climb on large tyres and ride bikes in the garden. Children learn to become physically confident.
- Children use their senses to explore messy play. Babies try foods that are safe for them to taste to encourage them to explore new textures. Staff play alongside, using words like 'crunchy' to describe the foods. Toddlers play with oats. They use cups and spoons to tip and pour. Children find dolls and 'feed' them 'breakfast'. They tell staff this is how mummy feeds their baby at home. Older children make 'pizza' with play dough. They discuss their favourite toppings and what they have on pizza at home. Supportive staff listen to children, introduce new words and value their input. Children become confident to explore new textures and share their experiences.

Safeguarding

The arrangements for safeguarding are effective.

Managers have worked hard to upskill their safeguarding knowledge since the previous inspection. They have clearly learned from this. Managers and their staff speak confidently about how they would address any safeguarding concerns relating to the children and if allegations were to be made against staff members. They know how to escalate these concerns outside of the nursery if required. Staff can identify signs and symptoms that may be indicators that a child is at risk. They provide a safe and secure environment for children to play and learn.

What does the setting need to do to improve?

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

- increase the opportunities for younger children to develop their independence with their hygiene routines.

Setting details

Unique reference number	EY344769
Local authority	Wiltshire
Inspection number	10260495
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	1 to 9
Total number of places	45
Number of children on roll	53
Name of registered person	MANOR FARM NURSERY SCHOOL LIMITED
Registered person unique reference number	RP906065
Telephone number	01722 743 978
Date of previous inspection	5 October 2022

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 nine 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. One member of staff is working towards an early years qualification.

Information about this inspection

Inspector

Sarah-Louise Clements

Inspection activities

- The inspector discussed any continued 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 told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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