

Inspection of Silks Farm Nursery School and Preschool

St. Ives Road, Somersham, Huntingdon PE28 3ET

Inspection date: 13 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, secure and settled and make good progress in this welcoming nursery. They enjoy the personal greeting at the door and run in to explore the resources. Children reflect the positive approach demonstrated by staff and show they are developing skills that support their ability to learn. They persevere at tasks and work cooperatively. For instance, younger children choose a more complex puzzle and enjoy the challenge of completing this. They work together to determine where the pieces fit, celebrating when they succeed.

Children mirror staff's caring attitudes. Their behaviour is good and they are kind and considerate towards others. They readily share toys and help with tasks, such as tidying up. Staff support children well in recognising and respecting differences. For example, children play instruments from around the world and talk about the foods they eat and the countries they originate from. Children are gaining a practical understanding of safety. For instance, older children note that there is water on the floor and ask for the warning sign so that they can alert others. Children have many opportunities to develop their physical skills. Young children learn to use the slide. Older children organise running races, being careful to allow each other enough space.

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

- The manager and staff understand what children need to learn in order to make good progress. They assess children well, offering them activities that relate to their interests and help them take the next step in their learning. The manager's good knowledge of each child aids her in using additional funding effectively to support children's development. The manager and deputy manager monitor each child's progress, taking swift action to support staff in addressing any weaker areas in children's learning.
- Staff report that they feel valued and are well supported. They receive practical supervision that helps them to assess their practice and develop this further, for example, through completing training provided by the company.
- Children of all ages show a love of books. Babies and younger children snuggle up with staff members as they look at books, eagerly naming the characters and illustrations. Older children choose a favourite book about a tiger. They listen intently, smiling and giggling as they anticipate what is going to happen when the tiger drinks all the water.
- Staff speak clearly to children and support them well in developing their communication skills. This particularly supports children with special educational needs and/or disabilities and they make good progress. Younger children are confident as they join in a discussion about a book, knowing that their contributions are valued. Older children use their good language skills as they

explain and narrate their play. For example, children pour water in the garden and exclaim 'we've made a stream, it's flowing!'.

- Staff are observant and respond well to children's interests, using these to help promote their learning. For example, children showing an interest in dinosaurs thoroughly enjoy an activity to sort dinosaurs according to size and colour. They develop their mathematical skills as they carefully count the number in each group and decide which group is the biggest.
- Parents speak highly of the nursery. They feel that staff understand their children's needs and take care to help them settle and to interact with others. Parents report that staff communicate well with them so that they understand what their children have been doing and their ongoing development. This helps parents to build on children's learning at home.
- Children enjoy the play opportunities and staff usually adapt these well to suit each child's needs. However, staff sometimes answer some questions for children and solve problems for them, rather than encouraging them to do this themselves and supporting them to extend their critical thinking skills.
- Staff ensure that children are always supervised, promoting their safety. However, on occasion, some staff do not always consider the most effective prioritisation of tasks. This means that they do not always offer children the best support possible to fully extend their play and learning.

Safeguarding

The arrangements for safeguarding are effective.

The management team prioritises children's safety and well-being. They ensure that staff maintain a good knowledge of safeguarding. Staff understand how to recognise possible concerns in a child's life and know how to report these to the relevant professional. They know what to do should they have any concerns about the practice of another staff member. Additionally, staff understand wider safeguarding issues, such as the potential dangers associated with use of the internet. They take effective action to protect children at all times. The manager ensures that staff ratios are appropriately maintained and that the nursery environment is clean and safe, further promoting children's well-being.

What does the setting need to do to improve?

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

- support staff to further enhance children's play, for example, through encouraging them to think critically and solve problems as they encounter them
- help staff to gain an increased understanding of prioritising tasks, so that they consistently offer children the best support possible to build on their play and learning.

Setting details

Unique reference number	2638123
Local authority	Cambridgeshire
Inspection number	10281549
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	103
Number of children on roll	153
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Telephone number	01487 843525
Date of previous inspection	Not applicable

Information about this early years setting

Silks Farm Nursery School and Preschool reregistered in 2021. The nursery employs 30 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Eyre

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 setting.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want their children to learn.
- The inspector observed staff interaction with children during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- Meetings were held between the inspector, the manager, the deputy manager, the nominated individual and the regional manager. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023