

# Inspection of Offerton Farm Day Nursery

Offerton Farm, Hindlip Farm, Worcester, Worcs WR3 8SX

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Inspection date:

24 March 2023

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Requires improvement

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

### The provision requires improvement

Children benefit from a clean and organised learning environment. They arrive at the nursery happy. Children are eager to play and motivated to learn. They form positive relationships with the caring staff team, who greet them with a smile or a cuddle. However, not all children make the progress they are capable of. Some staff do not have a good enough understanding of how children learn and develop or how to implement the curriculum.

That said, staff prepare enticing indoor and outdoor activities to engage children in play. Pre-school children display high levels of concentration. They skilfully use tools to mould and cut clay. Children proudly tell visitors that they have made a moose. Young children engage in imaginary play. They add grass to a pot and pretend to cook in the outdoor kitchen. The youngest children use their fingers to explore textures, such as foam, paint and scented water. Children behave well. They understand what staff expect from them. Children use good manners throughout the day. They say 'please' and 'thank you' to staff and their friends. Children take responsibility for their belongings. They quickly hang their coats and bags on their named coat peg. Young children independently remove their outdoor shoes and put on their slippers. They listen attentively to stories read enthusiastically by staff.

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

- Leaders and managers have made some improvements since the last inspection. For example, they reviewed the nursery's cleaning schedule and purchased new resources to support children's good health.
- The key-person system is effective. Children are allocated a key person during induction. This can change if children develop a stronger relationship with another member of staff. Key persons have good partnerships with parents. They meet with them during settling-in sessions to build relationships and help children to settle into their care. Key persons speak to parents at drop-off and collection times to share information about children's care needs and achievements. They attend to their key children's personal care.
- Leaders know their staff team well. They meet regularly with them to discuss best practice and identify ongoing professional development opportunities. However, leaders do not monitor staff practice well enough, particularly in the baby unit, to ensure they have the necessary knowledge and skills to deliver an ambitious curriculum which meets the needs of all the children who attend.
- Staff seek some information from parents when children first start at the nursery. They find out about children's interests and what they already know and can do at home. Staff use this information to plan play activities from the outset. Although they make some assessments of children's learning, not all staff

have the skills to accurately assess where children are in their learning. Assessments are not always accurate or used effectively to plan for children's next steps. This hinders the progress that children make.

- Children have daily opportunities for fresh air and exercise. They develop good physical skills. Staff take the youngest children out for walks. They sometimes help staff to feed the animals. Children learn to climb safely, balance on small beams and search for bugs in the exciting outdoor learning environment.
- Staff support children to develop their communication and language skills. They engage them in thoughtful conversations throughout the day. For example, staff talk to pre-school children about the different continents that animals live on. Staff use single words and associative sounds to support the youngest children's emerging speech. Young children are beginning to learn what will happen next, as staff point to pictures on a display. However, staff do not provide children with English as an additional language opportunities to develop and use their home language in their play at the nursery, to further support their language development at home.
- Staff provide children with opportunities to learn about diversity. Staff read them stories about cultural celebrations, and children engage in arts and craft activities. They recently made a dragon to celebrate Chinese New Year. Pre-school children play with small dolls with disabilities and carefully place them in the wheelchair. Staff sit alongside to extend their learning. They sensitively explain why some people use a wheelchair.

## Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Secure entry systems ensures children cannot leave unsupervised and unwanted visitors cannot gain access. Staff identify and successfully minimise potential risks indoors and outdoors. The management team are the designated leads for safeguarding in the nursery and they attend training to keep their safeguarding knowledge up to date. The manager ensures that all staff are aware of their responsibilities to safeguard children. Staff know the signs of abuse and neglect and the referral procedures to follow should they have a concern. They are aware of their responsibilities to prevent children being drawn into situations that may put them at risk. Robust recruitment and induction procedures are in place. Children are beginning to learn how to keep themselves safe. For example, as they play outside staff remind them of the correct way to carry sticks.

## 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:**

	<b>Due date</b>
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improve the monitoring of staff practice to swiftly identify staff who need further support, and ensure that professional development opportunities are focused on improving staffs knowledge and skills to raise the quality of teaching to a consistently good level	14/04/2023
improve staff's understanding of the assessment process to ensure assessments are accurate and used effectively to monitor children's progress and plan for their future learning	14/04/2023
ensure children who are learning English as an additional language are provided with opportunities to use their home language at nursery to further support their communication and language skills.	14/04/2023

## Setting details

<b>Unique reference number</b>	205227
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10246113
<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>	69
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Weston, Rosemary Sarah
<b>Registered person unique reference number</b>	RP512132
<b>Telephone number</b>	01905 757779
<b>Date of previous inspection</b>	7 June 2022

## Information about this early years setting

Offerton Farm Day Nursery registered in 1996 and is located in Worcester. The nursery opens from 7.45am until 6pm, Monday to Friday, all year round. There are 21 members of childcare staff employed. Of these, 11 hold appropriate qualifications between level 2 and level 6. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Tina Smith

## Inspection activities

- This was the first routine inspection the nursery 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the nursery.
- 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 looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents through written documentation.

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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