

Inspection of The Folly Nursery

The Folly Nursery, Dalwood, Devon EX13 7EW

Inspection date: 10 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are warmly greeted by staff as they arrive at the welcoming setting. Babies share close and nurturing relationships with their key person as they give them their milk and prepare them for their nap. All children feel safe and secure and are confident to ask for help when needed. Staff have high expectations for behaviour and children behave well. Children learn about feelings and how to name them. This helps them learn to manage their emotions.

Children demonstrate high levels of curiosity and engagement as they play with the exciting activities on offer. Toddlers enjoy learning about farm animals and the noise they make while older children learn to develop their counting skills by ordering and recognising numbers. The ambitious curriculum is carefully planned to ensure there are high aspirations for all children, regardless of their starting point. Staff identify if a child may have additional needs from the outset and carefully work in partnership with families and external agencies to support the child to reach their full potential. All children make good progress in their learning and development.

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

- Leaders and staff have effective assessment practices in place. They carefully observe and interact with children to identify their next steps in learning and find out about their current interests. Staff then adapt their teaching and the environment to enable children to progress in their learning. For example, equipment is provided to help babies progress in their physical development. Staff know children very well and children are very happy and content at the setting.
- Parents report very positively about the setting. They say they are well informed about their child's day and their overall progress. Parents comment that the setting is very inclusive and that the environment provided for the children is 'fabulous'. Parents say that they would recommend the setting.
- Staff use stories and songs effectively throughout the setting. Children delight in 'sing and sign' time, as they sing along to well-known nursery rhymes and enthusiastically join in with the actions. Staff converse with children very well and engage in meaningful back-and-forth interactions. However, some staff do not consistently use precise vocabulary to help babies' and toddlers learn some key words accurately to support their communication skills further.
- Older children are well prepared for starting school. They learn to develop their independence skills, for example by laying the table and serving themselves lunch. Children learn to develop their early writing skills and more able children begin to recognise the sounds letters make. However, some staff mispronounce some letter sounds when supporting these children to sound words out, and

children become confused.

- Children show delight as they play with the activities provided by the forest-school programme. For instance, they enthusiastically use binoculars to look for birds and pretend to make cakes in the mud kitchen. Staff carefully teach children about risks and how to be safe as they play in the area. For example, children work with adults on a one-to-one basis as they learn how to use a variety of tools, such as a hammer.
- Leaders have a very aspirational vision for the setting and are highly committed to continual improvement of the environment and staff practice. They are passionate about providing continued professional development for all staff as well as promoting their well-being. Staff report high levels of support and enjoyment in their role.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their responsibility in recognising and reporting any concerns about a child's welfare. Safeguarding is given a high priority and staff are vigilant to any concerns through regular discussions, training and quizzes. The setting has comprehensive risk assessments in place. They carefully implement systems to ensure that children are safe when moving around the premises and when playing in the forest school. Children are taught how to keep themselves safe, for example by sitting down around the campfire, and wearing goggles when using tools.

What does the setting need to do to improve?

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

- consistently use precise vocabulary to help babies and toddlers learn key words accurately to support their communication skills further
- adapt teaching to help children hear and say letter sounds accurately, particularly for the most able children, in preparation for their early reading and writing skills.

Setting details

Unique reference number	EY496145
Local authority	Devon
Inspection number	10298812
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	55
Number of children on roll	92
Name of registered person	The Folly Nursery Ltd
Registered person unique reference number	RP901155
Telephone number	01404 41144
Date of previous inspection	9 January 2018

Information about this early years setting

The Folly Nursery registered in 2015. It is open from 7.45am to 6pm each weekday, all year around. There are 26 members of staff who work directly with children. Of these, one person holds a level 6 qualification, one holds a level 4, 16 hold a level 3 and two hold a level 2. There are three unqualified members of staff who work with the children. Additional three members of staff carry out administrative duties and support the day to day running of the setting. The nursery receives funding to provide free early education places for children aged two, three and four years.

Information about this inspection

Inspector

Leanne Galloway

Inspection activities

- This was the first routine inspection the setting nursery 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 gave the inspector a tour of the premises. She talked about children's learning and progress and how they deliver the curriculum.
- The inspector spoke to parents to gain their views about the setting.
- A range of documentation was reviewed, including qualification certificates.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector, manager and owner observed children during activities and completed a follow-up discussion about children's learning and development.

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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