

Inspection of Kings Farm Day Nursery & Kids Club

Winter's Lane, Long Bennington, Newark, Nottinghamshire NG23 5DW

Inspection date: 2 November 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

Staff welcome children warmly as they say goodbye to their parents at the door. Children have developed confidence and secure attachments with the caring staff team and are pleased to see them. Staff provide an inviting, calm, and nurturing environment, which enables children to feel safe and secure. Staff plan for children to spend time in the local nature reserve, where they place a strong emphasis on developing their understanding of the world. Staff join children as they do physical activities in the challenging outdoor play environment, to support them to be active learners. Children laugh out loud and thoroughly enjoy copying adults as, for example, they jump into a deep puddle, spraying water everywhere. Children take manageable risks when they climb and balance in the trees.

Children are eager to join in activities. They bring a jigsaw to a staff member, who supports them to take turns in fitting the pieces together. Staff give praise and encourage children to keep on trying, which helps them to develop a positive attitude to learning. Staff ask children questions and encourage them to listen to their friends before they speak. Staff support children to foster a love of books, reading and language. For example, they read stories and sing songs and rhymes. Staff read animatedly and engagingly. Children sit and listen well to stories, and particularly enjoy their story time.

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

- The manager is a dedicated, knowledgeable, role model for her staff team. There are systems in place to monitor and mentor staff. Staff have a secure understanding of what they are teaching and what they want children to learn. There are strong staff role models in each of the nursery rooms. However, occasionally, less confident, less experienced staff rely on the stronger staff members. Consequently, at these times some children play without focus.
- Staff weave mathematics into children's learning. During group time, they use words such as 'estimate' and encourage children to guess how many boys and how many girls are present. Staff model counting and show children how to use their fingers to represent the numbers.
- Staff have embedded a secure curriculum. Babies pull themselves up to tables to reach items they want. Staff praise these efforts at first steps, encouraging them to do more. Toddlers practise their fine motor skills when, for example, staff give them safety knives to cut up fruit and vegetables. Staff working with pre-school children introduce words, such as 'phoneme', and encourage children to identify initial letters and sounds of words. This helps children to prepare for their eventual move into school.
- Staff model language well for children to copy. They use all opportunities to speak with children. Staff working with babies name animals as they explore a

small-world farm, helping them to learn new words. Pre-school children are very confident speakers. They are curious and, for example, ask the inspector what she is doing in the nursery. Furthermore, children use language to express themselves, saying, for example, 'I've found a beautiful stick to make a slide.'

- Staff build strong relationships with children. They treat children with respect and are very caring and kind. Staff model kind behaviour. For example, staff who work with babies respectfully ask them if they can wipe their nose before they do so.
- Staff help children to understand the benefits of healthy lifestyles. Children wash their hands before eating their lunch. Staff sit alongside children to eat and support them to take responsibility for being independent at mealtimes. Children collect their cutlery, use knives and forks effectively, socialise with friends, and clean up after their meal.
- Children spend lots of time outside, either in the wonderfully resourced garden or walking through the village to the local nature reserve. Staff enhance these experiences and nurture children's fascination and curiosity. Children show that they know more and remember more when they tell staff they need to be careful when they see insects that may be hibernating. Staff build on this inquisitiveness by discussing the worms that children discover.
- Overall, partnerships with parents are strong. Parents are complimentary about the nursery staff. They appreciate the comprehensive handover they receive when they drop off and pick up their children. However, staff do not provide all parents with information about how they can continue their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a strong knowledge of the nursery's safeguarding procedures. They understand the process for recording any concerns about children's welfare. Staff know which professionals to refer concerns to when a child is at risk of harm. The manager uses a strong recruitment process to help ensure that staff are suitable. Furthermore, she carries out ongoing checks of staff's suitability. Staff pay good attention to keeping children safe when walking out and about in the environment. For example, all children wear high-visibility vests. Furthermore, staff remind children to keep together and hold hands near the roads.

What does the setting need to do to improve?

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

- support less confident and less experienced staff, to enhance the quality of their interactions with children, so that they consistently promote children's learning
- provide all parents with information about how to support their children's

learning at home.

Setting details

Unique reference number	EY269591
Local authority	Lincolnshire
Inspection number	10305195
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	0 to 11
Total number of places	56
Number of children on roll	128
Name of registered person	Kings Farm Day Nursery Limited
Registered person unique reference number	RP911153
Telephone number	01400 282662
Date of previous inspection	14 February 2018

Information about this early years setting

Kings Farm Day Nursery & Kids Club registered in 2003. The nursery employs 11 members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and 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

Sharon Alleary

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the nursery with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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