

Inspection of Farley Sparsholt Outdoor Nursery School

Garstons Track, Westley Lane, Sparsholt, Winchester, Hants SO21 2NB

Inspection date:

11 December 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children's welfare is compromised due to breaches of the safeguarding requirements. Leaders fail to ensure that staff proactively identify risks, in order to keep children safe and protect their well-being. Furthermore, leaders and managers do not consistently ensure that the qualification requirements are met during early morning shifts. At times, there are not enough suitably qualified staff on site working directly with the children. However, staff sensitively and enthusiastically welcome children. This helps children to settle and feel secure.

Children follow their interests as they engage in activities, such as climbing, balancing, building or role play. However, the quality of children's overall experiences are variable. Children are not always sufficiently challenged by the activities that staff provide. On occasion, there is too little for children to do. That said, some activities for children are planned, with learning intentions that are linked to the next stages in their development. For example, children are encouraged to take part in craft activities. They use their hands to explore sand and water, or different tools to make marks with paint. Older children sit and listen or make predictions to stories that staff read to them. Babies enjoy many sensory experiences. For example, they are encouraged to mix water and leaves to make potions.

Staff adopt different strategies to promote good behaviour. They regularly remind children of the boundaries, and staff praise children appropriately when they demonstrate their understanding of them. Staff supervise children well, which enables them to respond promptly when children need support. Children approach staff for cuddles if they need comfort or reassurance throughout the day. Children forge secure relationships with one another. They display positive behaviour and demonstrate that they are happy.

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

- The environment is not carefully risk assessed to ensure that it is safe for children, and there are hazards that impact on the safety and well-being of children. For example, staff fail to identify a hot portable radiator in the baby sleeping area as a risk. Furthermore, there are vacuum cleaners and trailing wires in areas that are accessible to the children. Failure to identify potential risks compromises the safety of children and staff.
- Leaders do not ensure that the mobile phone policy is robustly implemented. Staff fail to recognise the risk posed by using mobile phones when walking through the garden area that is used by the children. Consequently, children's welfare is not safeguarded effectively.
- Children do not benefit from consistent staffing. There have been a number of

changes in staffing in recent months and, on occasion, the leadership team has failed to secure sufficient qualified staff to work directly with the children. This has had an impact on the quality of interactions and expectations of children's learning. Although an action plan to address weaknesses in the setting has recently been implemented, this has not yet had time to become fully embedded in practice. However, leaders are working hard to meet ratios and recruit new staff.

- Children have regular opportunities to be creative. They mix paint to make new colours and explore the feeling of sand and water. Children enjoy listening to stories, which helps them to develop a love of reading. Older children attentively listen to stories and recall words and phrases in familiar books, such as 'The Three Little Pigs'.
- Leaders do not monitor the quality of staff's teaching and practice closely enough. There is an open-door policy and staff receive mandatory training. However, staff have not been supported enough and weaknesses have not been identified in order to raise the quality of care and education that children receive.
- There is an identified special educational needs coordinator. They work closely with staff to put targets and plans in place for children, and liaise with other agencies to seek any additional support that children need.
- Leaders are aware that the staff have been through a time of turmoil. They have recognised that staff need more support through the many further changes. Leaders have a clear vision and demonstrate that they have the capacity to make improvements. For example, they understand the importance of ensuring that all staff receive more-effective supervisions and training in order to successfully raise the quality of the provision.
- Partnerships with parents are not fully effective. That said, many parents express that they travel to the setting for their children to enjoy this unique outdoor nursery, and their children enjoy attending. They have seen many changes and, as a result, they do not receive enough communications about their children's learning and development. This does not fully support children's learning at home. Despite this, parents say that staff are hardworking, enthusiastic and dedicated.

Safeguarding

The arrangements for safeguarding are not effective.

Safeguarding arrangements are not sufficiently robust. This is because staff do not effectively identify and remove hazards in the environment. As a result, children's safety is compromised. Despite this, staff are aware of the possible signs and symptoms that might indicate a child is at risk of abuse. Additionally, staff know the procedures to follow if they are concerned about the welfare of a child or a colleague's conduct. The management team has effective recruitment procedures to check the suitability of staff working with children. The premises are secure, and there are systems in place to make sure that unknown persons cannot enter.

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:**

	Due date
take action to implement robust risk assessments to identify and remove the risk of harm to children and staff	22/12/2023
make sure that the mobile phone policy is implemented robustly to promote children's safety	22/12/2023
ensure that staff working with children have appropriate qualifications, training, skills, and knowledge to be able to provide children with quality learning and development experiences	05/01/2024
implement a stimulating and ambitious curriculum that inspires, challenges and fully supports children in their individual learning experiences to help them to make consistently good progress	05/01/2024
ensure that there is a robust management system in place to mentor, coach and offer staff regular support, to further develop their skills and to help enrich their practice	05/01/2024
improve and build stronger partnerships with parents to help parents to further support children's learning at home.	05/01/2024

Setting details

Unique reference number	EY479543
Local authority	Hampshire
Inspection number	10319999
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 4
Total number of places	73
Number of children on roll	183
Name of registered person	Farley Nursery School Limited
Registered person unique reference number	RP906080
Telephone number	01722712313
Date of previous inspection	22 August 2019

Information about this early years setting

Farley Sparsholt Outdoor Nursery School registered in 2016. The nursery follows the outdoor learning ethos and operates from three yurts. It is open Monday to Friday from 8am until 6pm, all year round, except for bank holidays. The nursery employs 21 members of staff. Of these, one staff holds a qualification at level 6 and one staff holds a qualification at level 5. A further eight staff hold a recognised childcare qualification at level 3. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- This inspection was carried out as part of a risk assessment process.
- 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 this into account in their evaluation of the setting.
- The inspector observed activities in the three main yurts and garden. She talked to staff about the progress that individual children are making and what they want the children to learn.
- The manager and the inspector completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the manager. The inspector observed interactions between staff and the children and the impact these have on children's learning.
- The inspector reviewed relevant documentation, including evidence of paediatric first-aid training. The inspector had a discussion with leaders about the evaluation of the setting and plans for improvement.
- The inspector spoke to parents and children during the inspection, and also took account of the parents' views through their written comments.

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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