

Inspection of Country Kids Day Nursery Farndon

Country Kids Day Nursery, Memorial Hall Playing Fields, Marsh Lane, Farndon,
Newark NG24 3SZ

Inspection date: 9 January 2024

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 and settled at the nursery. They are greeted by staff who are kind and friendly as they arrive. Staff provide settling-in visits when children first attend the nursery. They find out information about children, such as their likes and dislikes. Staff use this information to help children to settle and quickly form bonds with key persons. Children generally behave well. Staff teach children how to manage their emotions and deal with minor disagreements they may have with their friends. For example, they support them in sharing magnetic letters when playing a game. Staff provide lots of positive praise for children. This helps children to build resilience when facing challenges. Children follow instructions as staff support them to tidy up and respect their environment.

Children are becoming increasingly independent as staff teach them how to get themselves dressed with their coats, gloves and hats. Children demonstrate that they can put their wellies on before going outside. Staff place a strong focus on children spending time outdoors and developing a healthy lifestyle. Staff take children for a walk to a local farm, and children excitedly shout 'hello' to the donkeys. Staff teach children how to keep themselves safe. Children understand they must look, listen and wait before crossing the road.

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

- Leaders have a well-thought-out curriculum and know what they want all children to learn. They understand child development and how to sequence learning for children to make good progress. Leaders strive for all children to be ready for their next stage of learning. This includes being confident and independent when they start school. Leaders pride themselves on their ambitious curriculum.
- Staff prioritise children's communication and language development. Staff working with young babies consistently use clear, simple and age-appropriate language. They use visual aids such as puppets to help children understand new vocabulary. Children listen and watch when staff sing songs. Children show excitement when they successfully copy actions that staff demonstrate. Older children are confident as they use a wide range of vocabulary to express their own needs. Children who speak English as an additional language are very well supported. Staff ensure that all children are able to join in with their friends. They adapt activities to be inclusive.
- Children's key persons have an in-depth knowledge and understanding of their key children. They confidently explain the progress that children have made from their starting points. Staff identify what their key children need to learn next. They understand which activities will further support their learning. However, staff do not routinely share this information with other staff who work with

children. As a result, when a child's key person is absent, children do not always receive continuity in their learning to help them make the best possible progress.

- Children with special educational needs and/or disabilities (SEND) are well supported at this nursery. Staff make adaptations to ensure the curriculum is accessible and ambitious for all children. The special educational needs coordinator has an excellent understanding of how to make timely referrals for children. She seeks guidance from external agencies and other professionals when needed.
- Leaders follow robust procedures to vet staff thoroughly before working with children. Leaders provide staff with regular training, including safeguarding. Staff say they feel well supported. They receive regular supervision and feedback from their leaders. Leaders reflect on their own and staff practice and identify areas they wish to improve.
- Parents say their children look forward to attending the nursery. They appreciate the range of activities the nursery provides. The nursery uses an online system to share information with parents about their child's day, including meals and personal care information such as nappy changes. However, staff do not always provide enough information for parents about their child's development and how parents can further support their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 develop a more consistent approach to sharing information about children's development and learning priorities
- enhance partnerships with parents to improve the two-way flow of information regarding children's learning and development.

Setting details

Unique reference number	2654461
Local authority	Nottinghamshire County Council
Inspection number	10308735
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	30
Number of children on roll	30
Name of registered person	Country Kids Day Nursery Kneesall Limited
Registered person unique reference number	2564559
Telephone number	01636 706 347
Date of previous inspection	Not applicable

Information about this early years setting

Country Kids Day Nursery Farndon registered in 2021 and is located Newark, Nottinghamshire. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above, and one at level 2. The nursery opens 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

Rachel Barsby-Robinson

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 inspector viewed the nursery provision and discussed the safety and suitability of the premises.
- The nominated individual joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- Parents shared their views of the nursery with the inspector.
- The inspector observed the interactions between the staff and the children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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