

Inspection of James Farm Day Nursery

James Farm Nursery, West Green Road, Hartley Wintney, Hook RG27 8JL

Inspection date: 13 November 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 in the warm, welcoming and calm nursery. They confidently separate from their parents and carers and are keen to attend. Staff know children very well and know the unique personalities of each child, which helps foster strong attachments. Children are highly motivated to learn and persist with activities they enjoy. They have tremendous fun in the well-equipped outdoor area that gives them plenty of opportunities to develop their physical skills. They enjoy and engage for long periods as they explore sand, mud and water activities.

Staff effectively support children's language development by creating a language-rich environment. Staff skilfully introduce new vocabulary through play and meaningful two-way conversations. For example, younger children confidently share their favourite stories with visitors and repeat familiar phrases, such as 'witch' telling others that witches are 'scary'. Meanwhile, older children eagerly talk about their experiences, such as visiting Cornwall. Staff use some signing to support children to understand what is happening next to help them feel safe and secure. Children develop strong language skills from an early age.

Overall, staff have high expectations of children's behaviour. They remind babies to 'be gentle', when they play with friends. Children are polite, kind and follow the nursery's rules and routines. However, at times, when children experience a difficult situation, such as waiting for their turn, staff do not always provide consistent guidance to help them to understand how their behaviour affects others. Despite this,, children have built some good friendships and are seen to adore each other's company. For example, they happily cuddle one another as they chat to their friends during group time.

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

- Leaders and staff are committed to providing high-quality care and early years education. The curriculum is thoughtfully structured, with a clear focus on developing children's social, emotional, communication and physical skills. For example, younger children smile with joy as they dig in the mud using shovels and spoons with friends. Staff skilfully adapt their teaching to support children's next steps in learning. For instance, they expertly guide older children in cutting their fruit while offering additional help to those who need it. Children make good progress in their developmental milestones.
- Staff provide a wealth of indoor and outdoor experiences that provide children with regular opportunities to be physically active in play. For example, children have good fun in the garden daily, where they practise coordination and balancing as they crawl under slides and climb up steps. Staff encourage children to persevere, praising babies for their effort as they begin to walk. This

positive reinforcement motivates children to try new things and build their confidence.

- Staff engage children in meaningful discussions and offer them a wide range of experiences to emphasise the importance of making healthy choices. Staff plan activities, such as visits from dentists and sharing toothbrushing information for parents, to teach children about oral health. Mealtimes are a sociable occasion, where staff sit with the children and discuss which foods are good or not so good for their bodies, encouraging healthy choices. However, at times, staff do not organise mealtime routines effectively, which increases children's waiting times. Some children lose focus and become distracted.
- Leaders and managers implement a thorough system that includes mentoring, coaching and observing interactions, which helps them reflect on the next steps for improvements. They have a strong professional development programme, which helps to improve teaching over time. For example, staff recently attended training around physical development. As a result, the nursery has introduced more opportunities for children to practise their large-muscle movements, such as offering climbing frames and slides indoors.
- Staff listen intently to children and give them time to speak and share how they feel. Children are developing a solid foundation in understanding and reflecting on their emotions, which helps them to self-regulate. For example, staff quickly respond when younger children squeal in frustration, acknowledging that they are 'frustrated' before distracting them to something else. However, although staff address unwanted behaviour, some staff do not always help children to understand the potential impact of their actions on others. This does not help children to learn greater empathy for others.
- Leaders and staff have strong parent partnerships. Parents appreciate the regular feedback they receive about their children's learning and development, which helps them support their children's learning at home. For example, parents grow sunflowers at home and send regular photos to the nursery, which staff share with older children. Parents highly praise the staff for having close bonds with their children, which has helped them to settle quickly at nursery.

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:

- develop behaviour management strategies further to support children to understand how their behaviour impacts on others

- consider the organisation of mealtimes to minimise waiting times.

Setting details

Unique reference number	2814508
Local authority	Hampshire
Inspection number	10368857
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	31
Number of children on roll	31
Name of registered person	James Farm Day Nursery Limited
Registered person unique reference number	2814507
Telephone number	01252843600
Date of previous inspection	Not applicable

Information about this early years setting

James Farm Day Nursery opened in September 2009. The nursery is situated in Hartley Wintney, Hampshire. There are nine members of staff who work with the children, of these eight staff members hold an early years qualifications from level 2 to level 5. The nursery opens all year round with the exception of bank holidays and two weeks at Christmas. Sessions are from 8am until 6pm. The nursery provides government funded places for children aged from nine months to four years.

Information about this inspection

Inspector

Mandy Cooper

Inspection activities

- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 manager and the inspector carried out a joint observation during an outside group activity.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024