

# The Farmyard Nursery

Church Road, Ashburnham, Battle, East Sussex, TN33 9NU

<b>Inspection date</b>	07/01/2015
Previous inspection date	30/09/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- The staff are excellent at motivating children to learn and engage in activities or make choices about their own play.
- The environment, both inside and outdoors, provides exciting and interesting experiences for all children.
- The assessment summaries that key persons complete are particularly informative and give parents an excellent understanding of children's achievements and areas to develop, which they can support at home.
- The management team demonstrates excellent leadership skills to motivate staff and continuously support their professional development.
- The management team are willingly share their excellent practices with other early years providers.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector had discussions with the owner and manager of the nursery and completed a joint observation with the manager.
- The inspector looked at a sample of children's records, including their learning assessments, and spoke to key persons.
- The inspector took account of the views of parents and carers obtained from the nursery's questionnaires.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.
- The inspector observed activities in the playrooms and the outside play areas.

## Inspector

Sue Taylor

## Full report

### Information about the setting

The Farmyard Nursery registered in 2007 and operates from a converted barn in Ashburnham, near Battle, East Sussex. Children have access to enclosed outdoor play areas and regularly make use of the surrounding countryside for walks and learning. The nursery is open each weekday from 7.30am to 6pm for 50 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 58 children on roll, all of whom are in the early years age range. The nursery supports children with special educational needs and/or disabilities. There are 10 members of staff, including the cook. Of the eight staff who routinely work directly with children, most hold appropriate early years qualifications. There are four staff with a National Vocational Qualification at level 3, one with a level 6 degree and two have early years teacher status. The nursery receives funding for the provision of free early education for children aged two, three and four years.

### What the setting needs to do to improve further

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

- enhance the variety of unusual items for babies and toddlers to explore indoors.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

The staff know each child exceptionally well and are extremely good at promoting their learning and development. Each child's key person makes excellent use of observations of children play to assess their individual stages of development. Staff routinely assess and track children's progress to ensure they continue to make excellent progress. Staff produce precise and very informative progress checks for two-year-old children, providing parents with a copy. Staff have extensive knowledge of how children learn and this enables them to quickly identify and address any learning gaps. Planning is clear and available to all, enabling any member of staff to support a child's next learning step as they play.

The engagement and inclusion of parents is excellent. Staff make parents aware of children's next steps in their learning through written assessment summaries. The detail includes ideas for home activities to support the next stage of their learning. This motivates and encourages parents to support their child at home. Staff value information about achievements from home and use these to support children's ongoing assessments. They note relevant detail from conversations, so there is excellent information sharing about how well children are learning. In the recent questionnaires, parents refer extremely positively to the support they and their child receive. Parents state that they can easily see

the progress their children make.

Staff provide excellent play experiences and activities to engage and motivate children. They know children's interests and use these to plan exciting and interesting activities to extend children's learning. The support for children's communication, language and literacy development is extremely good. At the inspection, a small group of children eagerly participated in a 'silly soup' rhyming activity. The member of staff skilfully adapted her questions to suit each child as they learnt about rhyming words. Some children showed an extremely confident knowledge and thought of other rhyming words to use. Staff encourage young children to speak by responding positively to toddlers' attempts at saying words. Staff make excellent use of signs to help explain what they are asking. Some children with limited speech are using signs effectively to support what they want to say. The staff use singing very well to support children's learning. Children develop a strong interest in books from an early age. They enjoy snuggling up to a member of staff to share a book or listen to the story. Children benefit immensely from being able to play outside in most weathers. Staff make sure that children have all-in-one suits and suitable footwear so they can easily explore the environment outside, making choices about their play. At the inspection, children became engrossed as they investigated pieces of seaweed, frost on the tables and melting ice cubes. Water play is a favourite and children of all ages played cooperatively together. Older children knew how to make the water flow faster so they could sail toys down the guttering. Younger children caught the water in buckets, practiced pouring or excitedly jumped around in the puddles they created. Older children competently follow appropriate computer programmes without needing much adult input. Throughout the nursery, children are rapidly gaining the skills they need for the next steps in their learning and are exceptionally well-prepared for school.

### **The contribution of the early years provision to the well-being of children**

All staff are extremely effective in providing emotional support to all children. As a result, children are exceptionally content and happy. There is a strong emphasis on children's continued well-being. The staff manage the move from the baby area to the next group particularly well to meet the child's individual needs. Some children need regular visits to develop the confidence to move between the two areas themselves. Others are extremely keen to move up, and settle immediately. The open-plan environment with a low partition between the two areas means children do not feel cut off from their friends. Discussions with parents ensure that staff have an excellent understanding of a child's individual care and development needs. As a result, staff plan challenging activities and experiences to support all children. Staff promote all children's growing independence and confidence extremely well as they encourage them to make choices about their play. Toddlers access their own drink beakers when they want and this encourages them to drink water regularly. Older children competently pour their own drinks and spread their own toast. Children are clearly learning about the importance of a healthy lifestyle. They all go outside during the day and have fun as they play energetically in the fresh air. Children engage in challenging physical exercise as staff take them for walks in the woods. Younger children learn to walk and balance on different surfaces and levels. Older children clamber over branches and climb low trees. All children benefit from the excellent healthy

meals and snacks made from high quality ingredients.

The staff manage children's behaviour skilfully, taking into account children's ages and level of understanding. Children willingly help staff tidy up. They happily share resources and wait patiently for their turn at an activity. Staff teach children to keep themselves safe. For example, they practise emergency evacuations together. Older children explain how they cross roads safely by waiting for the 'green man'. The nursery environment is stimulating, extremely interesting, very child-centred and welcoming. There is an excellent range of quality resources, furniture and equipment throughout the nursery for children to use, both inside and outdoors. The resources are at a low level, encouraging children to make decisions about what they want to do and where they want to play. All children explore and investigate natural items. However, babies have a less varied selection of unusual objects to investigate indoors than the older children.

### **The effectiveness of the leadership and management of the early years provision**

The management team have an excellent knowledge of the safeguarding and welfare requirements. They ensure the premises are always extremely safe and secure, using effective risk assessments to identify hazards. Safety features, such as door hinge guards and safety gates help to keep children safe. Staff supervise children extremely well indoors and when outside as children explore their surroundings. Staff have an extremely confident knowledge about child protection issues and of the processes to follow should there be a concern. All staff complete safeguarding training and there are very clear written procedures to help staff protect children from harm. The management team check staff awareness with discussions and quizzes about safeguarding. There is a robust recruitment system, which means that staff are checked for their suitability to work with children. New staff go through a comprehensive induction process so they gain a thorough understanding of their roles and responsibilities. Staff are very keen to learn and improve their knowledge or gain a qualification. This has a positive impact on the care and learning that children receive. The management team are regularly in the nursery rooms to monitor staff practice. Staff observe and assess one another as they engage with the children and give feedback on what they see. Staff see this as positive and appreciate the opportunity to improve their interactions with children.

The management team and staff routinely reflect on their practices to help improve children's experiences. They take the views of parents, children and others into account. Recent questionnaires concentrate on feedback from parents of children who now attend school. Development plans are ongoing and demonstrate a very secure willingness to continually improve outcomes for children. All staff have an excellent knowledge of the learning and development requirements of the Early Years Foundation Stage. They work closely together to support and promote children's progress. The key persons are responsible for monitoring their children's learning records and plan well to narrow any achievement gaps. The management team carry out audits on children's progress and compare groups of children of different ages. They engage with the staff to plan activities more effectively or provide extra resources to encourage development in a specific area.

Recent information from the local authority shows that there has been exceptional progress over the past two years regarding how well prepared children are for school. This enables the management team to identify areas where staff can further develop children's learning,

Staff engage exceptionally well with parents and carers, resulting in very effective two-way communication. Staff use an effective settling-in processes and extremely informative assessments to ensure that children receive the individual care and support they need. Consequently, children make rapid progress in their learning and development. Parents and carers comment that the staff 'go that extra mile' and 'most importantly see each child as an individual'. There are excellent established partnerships with other professionals. These help the staff to meet children's individual needs extremely well and fully support effective partnership working. The management team and staff are extremely motivated and enthusiastic about the nursery. They willingly share their practices and ideas with other childcare settings. There is an outstanding capacity to sustain the level of excellent practice.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY359234
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	828741
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	29
<b>Number of children on roll</b>	55
<b>Name of provider</b>	The Farmyard Nursery Partnership
<b>Date of previous inspection</b>	30/09/2008
<b>Telephone number</b>	01424 893366

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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