

Napley Lodge Farm Day Nursery

Napley Farm, Mucklestone Road, Norton-in-Hales, MARKET DRAYTON,
Shropshire TF9 4AL



Inspection date	8 March 2019
Previous inspection date	22 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders reflect effectively on the quality of the provision and have a clear vision for the future. They value the contributions that parents and staff make to this process. For example, they made changes to the staff induction process and refined procedures to support transition, such as when children move rooms or go to school.
- Leaders and staff carefully monitor the progress that children make. They use children's assessment information to successfully identify how to help children to achieve success in the next stage of their learning.
- All children make good progress in their learning, including those with special educational needs and/or disabilities. They work closely with other professionals involved in children's care to provide effective support and interventions to help children to catch up in their learning and development. Children are well prepared for school.
- Children are motivated to play, explore and to make new discoveries. For example, toddlers experiment with chalks to make marks on different surfaces and decide that concrete works better for this than grass.
- Staff support children's emotional security well. Babies and children are happy, secure and form close bonds with the friendly staff.
- Children learn to manage their behaviour successfully. For example, they learn useful strategies to help them to manage their feelings in different situations.
- Some adult-led activities in 'the piggery' do not fully capture children's interests and extend their learning even further to help them to make the best possible progress.
- Staff working with pre-school children have not fully considered how to enable children to explore their imaginations freely.

What the setting needs to do to improve further

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

- review and enhance planning for some adult-led activities, to successfully meet children's varying interests and help them make the best possible progress
- increase opportunities for pre-school children to explore their imaginative ideas, to support their development even further.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector carried out joint observations with the manager.
- The inspector sampled children's development information and records.

Inspector
Anne Clift

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff have a good understanding of their responsibilities to protect children in their care. They have a good knowledge of safeguarding matters and the process to follow should they need to report any concerns about a child's welfare. Staff are aware of the importance of maintaining confidentiality. Leaders provide good support to help staff to improve their skills. Staff regularly meet with leaders, to identify aspects of their practice to develop further, and access relevant training courses. Recent training has helped staff to further develop their good skills and knowledge of working with children in the early stages of language development and those with language delay. Leaders and staff work closely with parents and involve them successfully in children's learning. They have developed effective partnerships with local schools to explore school readiness and to help provide continuity in children's learning.

Quality of teaching, learning and assessment is good

Staff have a good knowledge of how young children learn. They support children's communication and language development skilfully. Younger children listen attentively and use sign language to communicate. Babies eagerly practise their sounds and pre-school children join in lively discussions about topics that interest them. Staff successfully help children to progress well with their literacy skills. Babies enjoy exploring textured books. Toddlers confidently and expressively say repeated phrases from their favourite stories. Pre-school children recognise letters and the sounds they represent. They use this knowledge well to read simple words. Staff support children's mathematical understanding successfully. Children learn to count and recognise numbers and shapes. Babies enjoy games, such as peekaboo, and learn that their hand is still there when they can't see it.

Personal development, behaviour and welfare are good

Staff support children's good health successfully and children benefit from healthy snacks, drinks and regular exercise. Children learn the importance of following good hygiene routines. Staff help children to learn about people in the wider community and from around the world. Children gain an understanding of diversity and how they can help others. They develop good social skills and play together harmoniously. Children have good levels of independence and staff encourage this successfully. Children learn to manage their personal needs and use their initiative. For example, at snack time children decide to help by handing out drinks to their friends and by spreading butter on their own toast.

Outcomes for children are good

Children develop their understanding of the world. Pre-school children explore their ideas about materials, including substances that melt, and about making echoes. They investigate the different sounds that materials, such as wood, plastic and metal make when they bang them with a spoon. Children progress well with their physical development. Babies gain confidence in taking their first steps, enjoy climbing into baskets and crawling through tunnels. Older children learn to use cutting tools safely, such as knives and scissors.

Setting details

Unique reference number	EY310660
Local authority	Staffordshire
Inspection number	10073549
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	0 - 10
Total number of places	72
Number of children on roll	109
Name of registered person	D E & S E Furnival Limited
Registered person unique reference number	RP902043
Date of previous inspection	22 January 2016
Telephone number	01630 674366

Napley Lodge Farm Day Nursery registered in 2005. It opens Monday to Friday, except for bank holidays, for 51 weeks of the year from 7.30am until 6pm. There are 15 staff who work with the children. Of these, one has early years professional status, nine hold an early years qualification at level 3 and two hold level 2 qualifications. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

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