

Hall Farm Nursery School

Hall Farm Nursery School, Hargham, NORWICH, NR16 2JW

Inspection date	10/10/2013
Previous inspection date	04/08/2011

The quality and standards of the early years provision	This inspection:	
	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

- Equality and inclusion are at the heart of everything that staff do with children and they are highly effective in making sure that all children are able to participate fully in all activities and routines of the day.
- Children are extremely happy and settled in this warm and welcoming nursery. They have very secure, emotional attachments to staff.
- Partnerships with parents are highly effective as staff are committed to working together with them, to ensure that each child's individual care and learning needs are met.
- Children's language and communication skills are given high priority. Staff encourage children in conversation, helping them to develop their vocabulary and become confident communicators.
- Observation and assessment of children's learning is used exceptionally well to plan for their next steps. Children make excellent progress in relation to their starting points.

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 observed activities in Grasshoppers room, Bumblebees room, Tadpoles room, Dragonflies room, Ladybirds room, Caterpillars room, Butterflies room and the gardens.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the nursery manager and deputy manager.
- The inspector spoke to parents and looked at written testimonials.

Inspector

Jacqueline Mason

Full Report

Information about the setting

Hall Farm Nursery School was registered in 1993 and re-registered in 2010. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from a range of purposefully adapted farm buildings in Hargham, Norfolk. Children share access to several enclosed outdoor play areas and surrounding grounds. The nursery is privately owned and managed. It serves the local area and is accessible to all children.

The nursery employs 37 members of childcare staff. Of these, three hold Qualified Teacher Status and two hold Early Years Professional Status. There are 25 other staff, who are qualified to at least level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery school also offers a holiday club for children aged from three to 11 years. Children attend for a variety of sessions. There are currently 267 children on roll, all of whom are in the early years age range.

The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- consider how resources are presented across the whole nursery so that equipment, such as pencil crayons, are suitable for use at all times.

Inspection judgements

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

Children are fully supported to acquire the skills and capacity to develop and learn effectively and be ready for the next stage in their learning. There is a strong ethos in the nursery which respects each child as an individual and which values children's efforts and interests. Staff know children well and this knowledge is gained from discussion with parents, observation of children and interaction with them in a range of daily activities and events. Observation of children is highly effective and precisely assessed to identify what children can do, consistently and independently, in a range of everyday situations. As a result, staff plan effectively to meet children's individual needs and children make rapid progress towards the early learning goals, given their starting points. Reviews of children's achievements include those demonstrated at home. Staff recognise and value parents as their child's key educator and actively encourage them to remain involved in their

children's learning.

Children are motivated to learn in this welcoming and inclusive nursery. Children have access to a rich learning environment, which truly enables successful learning by all children and provides them with the opportunities to flourish in all aspects of their development. The learning environment, both indoors and outside, provides balance across the areas of learning. The quality of teaching is exceptional. Children are provided with optimal challenge that significantly enhances their learning. Staff respond exceptionally well to children's interests and are actively engaged in their play, chatting to them about what they are doing and supporting them to persevere when activities get difficult. Younger children explore the toys and resources, confident that a familiar adult is nearby. Resources are suitable for the age of children in each room, although, occasionally resources, such as pencil crayons, are not maintained so that children can use them with ease.

Staff respond exceptionally well to the babbles and gestures of babies and young children. They talk to children about what they are doing and introduce new vocabulary. For example, when children are engaged in art and craft activities staff use words, such as 'cold' and 'sticky' as children explore the texture of the glue. Young children are able to follow simple instructions. Staff pay good attention to the words children use to communicate and describe their experiences, repeating words back to them and extending sentences to promote their vocabulary and understanding. Older children readily take turns in conversation. Staff ask questions to challenge children's thinking and give children time to process questions. Staff are skilful in encouraging children to think and not rush towards answers too quickly. For example, when older children listen to a story about a whale in a pond, staff give children lots of opportunities to contribute their thoughts and each child's answer is valued and explored.

Children show a very good interest in print and understand that it carries meaning. Staff effectively support children's developing interest in words and books. For example, they talk about authors and children understand that this is the person who wrote the story. They read stories together and talk about the illustrations. Staff ask questions about the illustrations and encourage children to make links to their own experiences, such as talking about if there is a whale in the nursery pond when reading a story together about a child who believes there is a whale in her pond. Staff arouse children's superb awareness of the natural world through stories and through providing activities to promote living and growing. Children show a good understanding of the natural world, understanding that the sea is salt water and some aquatic animals cannot live in salt water. A 'mud kitchen' is under construction in the nursery garden and 'forest schools' is being introduced to the nursery, to further promote children's already enthusiastic approach to being outdoors.

Children use numbers confidently during everyday play and routine situations. They spontaneously count when playing with toys and resources, such as the sand and are encouraged by staff to try to count further. They enjoy songs and rhymes involving numbers and use their fingers to represent the number. They show an awareness of 'one more' and 'one less' and confidently predict how many when singing a number rhyme with diminishing numbers in each verse. Staff effectively promote children's interest in action

songs and rhymes and sing spontaneously with children during play sessions, as well as structured adult-led times. Children choose what songs they want to sing and join in with words and actions enthusiastically.

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

Staff are highly sensitive in helping children build secure emotional attachments. They provide a caring and secure base from which children can build confidence and independence. As a result, children have exceptional emotional attachments with staff, readily going to them for hugs and cuddles. Children's transition to being in the nursery is given high priority. The key person system is well-established, ensuring that each child has a named person to take responsibility for their daily well-being, plan for their learning and development and build positive relationships with parents. A highly effective 'buddy system' means that children continue to be looked after by a person who knows them well, in the absence of the main key person. Children are effectively supported by their key person to move from one room to the next and embrace new experiences with confidence. This prepares them well for the next stage in their learning and development, such as moving on to school.

As a result of exceptional staff practice and a carefully organised and stimulating learning environment, children are extremely confident and show very good levels of independence for their age. Outdoor play is actively encouraged and staff plan for all areas of learning in the garden. Children are also taken on walks in this lovely, rural location, where they enjoy visiting the duck pond, seeing the cows in the field and exploring the natural world. Children are effectively supported to keep themselves safe. For example, when at the duck pond they learn about how to keep safe around water. Staff are excellent role models and as a result, children behave exceedingly well. Consistent boundaries are in place to help children know what is expected of them. Even very young children seek out others to share experiences. Children build excellent friendships with each other.

High priority is given to supporting children's growing understanding of how to keep themselves safe and healthy. All children are helped to take responsibility for their personal hygiene. Children's individual care routines are met very well. Staff talk to parents about the individual routines of younger children, with regard to sleeping and feeding. Established routines are continued, to promote continuity of care. Special dietary needs are met exceptionally well. Parents value that kitchen staff prepare individual portions that meet children's individual dietary needs, whilst ensuring that the meals look similar to everyone else's, so that children do not feel 'different'.

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

Management and staff have an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and implement it to exemplary standards. Staff work exceptionally well together as a team and support each other in their work. For example, they mentor each other, supporting each other to overcome their weaknesses and actively recognising and praising their strengths. Management motivate

staff in the pursuit of excellence. A focused and targeted programme of staff supervision and appraisal is established, which enables staff and management to identify staff strengths and training needs. Staff are actively encouraged in their own professional development. Two staff are currently working towards an Early Years Initial Teacher Training qualification and one member of staff is studying towards a relevant degree. Other staff are working towards qualifications at levels 2 and 3.

Management and staff are effectively meeting the learning and development needs of all children, through precise planning and assessment and through rigorously promoting inclusion in all routines and activities. Children's needs are identified well. Highly effective links are made with external agencies, to secure the support that children need to make the best progress that they can in their learning and development. There are a number of children on roll with special educational needs and/or disabilities and these children are fully included in all activities and routines of each day. Their individual needs are expertly met and coordinated by a member of staff, who is passionate about her role. She is highly experienced in working with children who need additional support, to help them reach their full potential. Families are exceptionally well supported, through caring, empathetic staff, who understand fully the emotional impact of caring for children with profound special educational needs and/or disabilities.

Staff have exceptional relationships with parents. Partnerships are friendly and trusting. Parents are extremely happy with the care and support given to them and their children. Their comments include that they are happy that their children are able to grow in a 'unique, happy and safe environment' that is 'wonderful, warm and nurturing'. Parents report that staff are 'a great influence' on their children's early years and 'wonderful support' to parents. Staff maintain exceedingly close contact with parents, to ensure children's health and well-being is promoted and sustained.

The nursery premises are safe and secure and thorough risk assessments are carried out to ensure that hazards to children are identified. Effective steps are taken to limit risks, so that children can play safely indoors and outside. Thorough risk assessments are carried out to ensure that hazards to children are identified. Arrangements for safeguarding children are highly effective and a clear child protection procedure is in place that is fully understood by staff. This ensures that the welfare of children is prioritised at all times. A record is maintained to show that all staff have relevant checks to ensure their suitability to work with children.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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

Unique reference number	EY399787
Local authority	Norfolk
Inspection number	919286
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	90
Number of children on roll	267
Name of provider	Hall Farm Nursery School Ltd
Date of previous inspection	04/08/2011
Telephone number	01953 888516

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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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