

Farley Nursery School

Church Road, Farley, Salisbury, Wiltshire, SP5 1AH



Inspection date

12 May 2015

Previous inspection date

1 March 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Staff and parents wholeheartedly embrace the owner's belief that children learn best outside. Children are curious, creative and confident learners who are prepared exceptionally well for school life.
- Teaching is of a consistently very high standard. Staff use their knowledge of how children learn and develop to provide inspiring, richly resourced environments and experiences. Children delight in trying things out, looking carefully at the world around them. They learn rapidly.
- Leaders inspire enthusiasm in staff, who receive support to gain new qualifications and are keen to train. Their evolving knowledge and skills help maintain the nursery's exceptionally high quality.
- Adults constantly take heed of children's views. Their preferences, wishes and ideas are valued. This leads to the provision of new, exciting resources.
- Leaders have comprehensively addressed the recommendation from the previous inspection relating to mathematics. In a visit, Ofsted cited the children's outdoor problem-solving, reasoning and numeracy experiences as examples of good practice in outdoor learning, often through excellent use of inexpensive resources.
- Relationships across the nursery are excellent. Children are extremely secure. They trust the staff, who meet their physical needs to a very high standard. Brothers and sisters enjoy playing together owing to the lack of barriers.
- Staff place emphasis on children gaining new physical skills. They provide exciting physical challenges. Children develop quickly. Children frequently learn from copying one another. They are eager to have a go owing to the 'no boundaries' nursery ethos.

What the setting needs to do to improve further

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

- help children who want to write by modelling letter formation consistently.

Inspection activities

- The inspector observed mealtimes, children's outdoor experiences and the quality of staff teaching.
- The inspector held discussions with the provider, the senior manager and deputy manager that covered improvements made since the previous inspection.
- The inspector talked with staff, children and some parents, and took account of their views.
- The inspector sampled documentation, including children's records, the safeguarding policy and risk assessment.
- The inspector undertook a joint observation with the deputy manager.

Inspector

Rosemary Davies

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Children are in charge of their play. They move around freely to find their favourite activities and become engrossed in them. Children watch others which stimulates their learning. For example, a two-year-old picked up a scooter and moved it as they had seen a four-year-old do, tentatively putting a foot on it. Babies are eager to move and walk. Younger children pause and listen intently to an exciting story read to the oldest children. Every child hears new words constantly. Staff are on hand to guide, suggest and question. They help satisfy children's curiosity and extend their learning, such as showing how a chalk makes marks on a slate. However, staff do not often model writing to children to show them consistent letter formation when children want to write. Older children gain valuable skills in mathematics. They learn to recognise numbers and put these in order. They confidently suggest solutions to problems, such as photocopying a precious painting for display while allowing its creator to take it home. They know that the horse chestnut tree's blossom will produce conkers.

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

Staff know the children for whom they take special responsibility extremely well. They work closely with parents to help children settle in quickly. Parents keep staff advised of children's home development, such as dispensing with nappies so that staff can help with toilet training. Staff keep a very careful eye on children so they know where they are when outside. They have extremely high expectations of children and, as a result, children's behaviour is exemplary. Children gain useful personal skills. For example, they take off their shoes and put them in baskets unaided if they want to go barefoot in the sand. Staff teach children to act safely. For example, the oldest children move a blanket from the bright sun to listen to a story in the shade. Children eagerly show off their skills on a rope bridge, stretching their steps while holding on safely to do so.

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

The owner knows and meets requirements to a high standard. Leaders understand their separate responsibilities. They check children's progress so children enjoy a full range of experiences. Staff receive excellent support to understand new responsibilities. Staff appreciate the open style of leadership. They state that they can always ask for help and training. The staff look after children extremely well. They are mindful of internet safety and know the policy for use of social media and photographing children. Staff assess outdoor hazards constantly; the pond is securely fenced. Staff work closely with adults involved with the children and follow advice. This means children with particular requirements make very good progress. Staff update parents on their children's progress.

Setting details

Unique reference number	EY330201
Local authority	Wiltshire
Inspection number	827323
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	70
Number of children on roll	88
Name of provider	Susan Caroline Palmer
Date of previous inspection	1 March 2011
Telephone number	01722 712313

Farley Nursery School registered in 2006. It is located in Farley, near Salisbury. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery is open from 8am to 6pm throughout the year, with the exception of bank holidays. There are 16 staff, of whom all but two hold recognised qualifications, including Early Years Professional Status and Qualified Teacher Status.

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