

Inspection of Finkley Down Farm Nursery and Pre-School

Finkley Down Nursery, Coppin, Finkley Down, Andover SP11 6NF

Inspection date: 19 October 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Leaders have created an extremely unique, child-centred learning environment. As such, children bound into the nursery, bubbling with anticipation and eager to start their adventure each day. Leaders and managers are crystal clear on the skills and knowledge they want children to learn during their time at nursery. Staff know their families extremely well and understand their unique starting points. For example, leaders identified the importance of reintroducing home visits following the COVID-19 pandemic prior to children starting. This enables staff to accurately plan for children's settling in and precisely support any identified gaps in their learning and development at the earliest opportunity.

Managers have identified communication and language, and children's physical independence, as priority areas in which children need more focused support following the pandemic. The highly ambitious curriculum is built around the prime areas of learning, then expertly enriched to extend, challenge and stretch children's knowledge and understanding of the world. Staff utilise every opportunity to build children's resilience. They teach them to manage their safety and assess risks throughout the day. For instance, children are clear about the rules that they must follow when walking to the farm. They understand the care they must take of one another and the animals when they are petting the rabbits or grooming the ponies.

Staff understand their role in promoting children's independence and encouraging their creativity and critical thinking. They provide exciting and enticing learning experiences for children to explore and investigate. This sparks children's sense of adventure, wonder and awe. Children learn about the life cycles of ecosystems, climates, habitats, plants, animals and people. Staff develop children's confidence, tolerance and respect. For example, children use resources that contain positive images of diversity, including photographs, recipes, music, pictures, books and authentic food from around the world.

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

- Leaders ensure the curriculum is closely aligned to the needs of the children in the nursery. Staff use their knowledge of the children and families to precisely plan for their learning and development. All children make rapid progress.
- Leaders and managers ensure the curriculum offers children a broad range of experiences, based on strong, solid foundations, that prepare them for life in modern Britain. Children's rights, wishes and feelings are prioritised, and strategies are used to ensure that every child is included. For instance, staff consistently support children's communication and language using Makaton. This not only supports children with special educational needs and/or disabilities, but it also promotes understanding for children who speak English as an additional

language. Children access additional enrichment activities, such as ballet, fitness, and cooking sessions, to build upon their previous experiences.

- Staff provide children with an abundance of opportunities to be physically active. Children explore gravity and force as they enjoy rolling tyres down the mound in the garden. They plant and dig for vegetables, which staff then teach them to cut safely, in preparation for activities or snacks. Children meticulously clean dough from model dentures with toothbrushes and dental tools. They reflect on the pictures they can see in the reference books staff have provided. This helps them to understand the importance of good oral hygiene. Children develop a deep understanding of being healthy and the impact of their choices on their health.
- Children benefit from additional experiences on a daily basis to support their developing skills. For example, the farm and yurt are used effectively to provide children with unique opportunities to experiment with natural resources. Children can explore blacksmith tools from the past used to make animal harnesses and farm machinery. Children learn the specific conditions required to ensure that rare species of reptiles survive and thrive. They are taught how heat and moisture are used to recreate natural habitats. This supports children's awareness of environmental issues and instils in them the knowledge and skills to become socially responsible by, for example, taking care of themselves and the environment.
- Staff have established clear strategies to support children to learn about the rules, boundaries and expected levels of behaviour. For example, children with allergies or dietary requirements instinctively ask for their high-visibility wristband when they arrive each morning. Staff consistently reinforce the golden rules during activities. They give children opportunities to identify potential hazards and recall safety measures before starting regular activities or walks. Consequently, children's behaviour is exemplary. They demonstrate kindness, compassion, tolerance and respect for each other. Children remain highly engaged in their learning for significant periods of time.
- Parents and carers know the content of the curriculum. They are frequently provided with details of specific activities that they can do to support and extend their child's learning at home. The vast majority of parents express how confident they are in the quality of care and education that their children receive. Parents share how 'excellent' and 'experienced' staff, particularly their children's key person, are at keeping them informed about their child's progress. This demonstrates effective parent partnership.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of safeguarding. They are able to recognise the signs and indicators that might suggest a child is at risk of harm. There are robust systems in place to ensure that staff receive support from leaders with designated responsibilities for safeguarding. Leaders are confident in supporting children and families that may require additional services. They make

swift and appropriate referrals, when required, to relevant partner agencies to ensure children receive the support they need. Leaders and managers ensure the suitability of staff during the recruitment process, and there are systems in place to regularly keep these checks up to date. All staff use risk assessments effectively. They support each other well to ensure that activities run smoothly and that children's supervision and safety are always paramount.

Setting details

Unique reference number	2630067
Local authority	Hampshire
Inspection number	10285867
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	2 to 4
Total number of places	56
Number of children on roll	94
Name of registered person	Amanur Limited
Registered person unique reference number	2630069
Telephone number	01264360505
Date of previous inspection	Not applicable

Information about this early years setting

Finkley Down Farm Nursery and Pre-School re-registered in April 2021. It is located in the grounds of Finkley Down Farm, in Andover, Hampshire. The nursery opens from 7.30am to 6pm, all year round. There are 20 staff employed at the setting. Of these, 13 staff hold relevant early years qualifications at level 3 or above. The nursery offers funded places for children aged two-, three- and four-years-old.

Information about this inspection

Inspector

Leanne Merritt

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and leaders explained the curriculum intentions to the inspector during a learning walk.
- The inspector observed staff and children throughout the session.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector sampled relevant documents and reviewed evidence of the suitability of staff.
- Parents shared their views of the nursery during the inspection and these were taken into account.
- The inspector talked to staff at appropriate times during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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 2023