Report for Childcare on Domestic Premises

**Inspection date**  
7 September 2016  
Previous inspection date  
Not applicable

<table>
<thead>
<tr>
<th>The quality and standards of the early years provision</th>
<th>This inspection:</th>
<th>Good</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectiveness of the leadership and management</td>
<td>Good</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Quality of teaching, learning and assessment</td>
<td>Good</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Personal development, behaviour and welfare</td>
<td>Good</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Outcomes for children</td>
<td>Good</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Summary of key findings for parents**

**This provision is good**

- Management and staff work well together to plan and provide an effective learning environment. The curriculum is wide and varied and meets children's individual needs.
- Staff know all the children well and the key-person system works well. Children settle quickly and affectionate bonds develop between staff and children, allowing children to gain in confidence and independence.
- Children enjoy investigating and exploring the natural outdoor environment where they spend most of their time. They are keen learners, inquisitive and confidently ask questions. Outcomes for children are good.
- Children are physically active and enjoy healthy lifestyles. They water plants and collect food grown on the farm, to help them understand where their food comes from and which foods are good for them.
- Management and staff are vigilant with regards to children's safety. Staff involve children to help them understand dangers and to play safely in the vast outdoor environment. Staff follow clear hygiene procedures to support children's good health.

**It is not yet outstanding because:**

- At times, staff do not take all opportunities to develop partnerships with parents to support children's learning at home.
- Staff do not always give children experiences to gain a better awareness and understanding of people from different communities and their traditions.
What the setting needs to do to improve further

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

- increase opportunities to encourage parents to extend children's learning at home, to enhance outcomes for children further
- build on opportunities for children to gain a wider knowledge and understanding of the similarities, differences and traditions within their community and around the world.

Inspection activities

- The inspector toured the premises and observed the impact of teaching on children's enjoyment and development.
- The inspector spoke with parents to gain an understanding of their views.
- The inspector completed a joint observation of an activity with the manager.
- The inspector sampled a range of documentation.
- The inspector spoke with the manager and staff about their practice and the impact on children's learning and development.

Inspector
Claire Watson
Inspection findings

**Effectiveness of the leadership and management is good**

Safeguarding is effective. Managers and staff have a good knowledge of how to recognise child protection issues and the procedures to follow in the event of a concern. Rigorous recruitment and induction procedures ensure staff are suitable to work with children. Staff, parents and children share ideas for improvements to the nursery. Staff receive effective support and training opportunities that contribute to ongoing improvements in the quality of teaching. For example, a recent course helped staff to plan a different layout of resources to better support children's creative play. This has also contributed to strengthening children's listening, communication and sharing skills. Staff encourage children to take risks and talk about ways to manage or minimise these, to help them play safely. Managers and staff continually review the provision and children's progress to implement ongoing improvements and to help children progress well.

**Quality of teaching, learning and assessment is good**

Staff observe children effectively to gain an understanding of their likes and abilities. They make accurate assessments of children's levels of development and ensure that interventions are put in place to help close any gaps in learning. Children enjoy learning where their food comes from; for instance, as they collect eggs from the chickens at the nursery. They enjoy seeing the animals grow, and feed and nurture them, as staff teach them about living things. Children enjoy collecting leaves, twigs and branches from the woodland area. They express themselves imaginatively as they use these to make models and pictures.

**Personal development, behaviour and welfare are good**

Staff support children's physical development well and children enjoy spending most of their time outside on the nursery's farmland. Staff model positive behaviour and children play very happily together and behave well. Older children help the younger children and staff are effective in helping children to understand the need to share. Staff support children's emotional development very well. For example, children learn as they experience hands-on care for animals, such as hand feeding orphaned lambs. Children learn how to be patient and gentle; for instance, as they handle new-born kittens.

**Outcomes for children are good**

Children show good levels of self-esteem and enthusiasm. They are confident with the routines of the nursery and are keen to help look after each other's safety. For example, they hang warning signs on bushes with berries to warn others of the dangers. Children enjoy being creative and having a go at new things. They play confidently and enjoy increasing independence. They make good progress in their learning and development, and gain early mathematical, reading and writing skills for their future learning.
Setting details

<table>
<thead>
<tr>
<th>Setting details</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unique reference number</td>
<td>EY473187</td>
</tr>
<tr>
<td>Local authority</td>
<td>West Sussex</td>
</tr>
<tr>
<td>Inspection number</td>
<td>979597</td>
</tr>
<tr>
<td>Type of provision</td>
<td>Full-time provision</td>
</tr>
<tr>
<td>Day care type</td>
<td>Childcare - Domestic</td>
</tr>
<tr>
<td>Registers</td>
<td>Early Years Register, Compulsory Childcare</td>
</tr>
<tr>
<td></td>
<td>Register, Voluntary Childcare Register</td>
</tr>
<tr>
<td>Age range of children</td>
<td>2 - 4</td>
</tr>
<tr>
<td>Total number of places</td>
<td>36</td>
</tr>
<tr>
<td>Number of children on roll</td>
<td>43</td>
</tr>
<tr>
<td>Name of registered person</td>
<td></td>
</tr>
<tr>
<td>Registered person unique reference number</td>
<td>RP511248</td>
</tr>
<tr>
<td>Date of previous inspection</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

Natural Nurture Nursery registered in 2014 and is situated on a 33 acre farm in Billingshurst, West Sussex. It is open from 8am to 6pm, Monday to Friday, all year round. The provider employs seven members of staff; four of whom hold qualifications at level 3 or above. The nursery receives funding to provide free early education for children aged two, three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance ‘Complaints procedure: raising concerns and making complaints about Ofsted’, which is available from Ofsted’s website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.
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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, 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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted
© Crown copyright 2016