

Inspection of Manor Farm Day Nursery

76 London Road, SANDY, Bedfordshire SG19 1DZ

Inspection date: 7 August 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff nurture children's emotional development very well at this caring nursery. They provide support and cuddles to help children feel comfortable and content. Staff are respectful and caring towards children. For example, they ask young children's permission before wiping their nose. This helps to build children's resilience, and as a result, children are confident to explore, play and learn. Older children demonstrate this confidence as they access resources and play appropriately with the toys. Additionally, they remind their friends what they have learned, such as when they need to speak kindly to each other.

Staff provide interesting and exciting activities that capture children's curiosity. Children have a range of opportunities to express their creativity and use their imagination, for example during sensory activities. Toddlers excitedly try to rescue toy dinosaurs stuck in ice. They use small hammers to chip away at the blocks of ice. Older children tell visitors how they have created a 'rainbow pigeon'. They concentrate using pencils and felt-tip pens to create pictures that have meaning to them. This also helps children to develop early writing skills.

Staff expertly engage young children to play with their peers. They encourage children to cover their eyes and help them to count accurately while their friends hide toys in sand. Children smile with delight as they find the toys, then eagerly take their turn to hide or count. This helps children to practise taking turns in a fun and playful way.

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

- Managers have developed an ambitious curriculum to support children's development. They have high expectations for children's learning and of staff to deliver good-quality experiences. Staff report that managers support them personally and professionally well. They feel valued and are motivated to do their best for the children and nursery. Managers support staff to obtain qualifications and training. They regularly observe staff to guide their teaching skills. This helps to continuously develop staff knowledge and practice that benefits the children.
- Staff ask a range of questions to help children think about a variety of responses. Managers guide staff to wait while children think about their answers. They ensure there is guidance available for staff to understand speech development of children. Staff spend a lot of time talking with children about their play and adding some vocabulary to extend younger children's language. However, professional development linked to the communication and language curriculum is not always sharply and cohesively targeted to help develop staff's skills even further. For example, staff do not always add interesting vocabulary in

the same way for older children, especially those going to school.

- Parents are very positive about the nursery. They praise staff for providing the care and nurture children need. They receive regular updates about their child's development. Staff work in partnership with parents to help them support children's learning at home. For instance, they discuss toilet training, and parents borrow books from the nursery lending library. This helps to complement children's learning.
- Provision for children with special educational needs and/or disabilities is good. Staff work with other professionals to support children and families. They share information with other settings that children attend and implement strategies effectively. They use a sensory room to help children feel safe and calm. Staff make adjustments to help this group of children be ready to access future education and make progress from their starting points.
- Staff help to develop children's independence throughout the nursery. They help encourage babies to use their cutlery by themselves when eating meals. Toddlers put on their own bibs, and older children successfully serve themselves their meals. This sequencing of the curriculum helps children to build effectively on what they already know and can do.
- Staff know the children well and have good knowledge of child development. This enables them to plan and provide experiences that help children make good progress. They complete regular assessments and, as a result, pinpoint suitable and challenging next steps in learning.
- Children's physical development is a strong focus. Staff support babies who crawl and toddle outdoors over different surfaces to help build core strength. Toddlers repeatedly fill and pour jugs of water. This helps to develop hand-eye coordination. Older children balance, climb and walk up and down stairs safely.
- Older children demonstrate their readiness for school. They are sociable with each other and play cooperatively. For instance, after making toy wands, they cast 'spells' turning each other into different animals. They also practise dressing up in uniform and pack bags of things they will need to take to school. This helps to prepare them for future educational experiences.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- target professional development more sharply to help staff develop their teaching skills further, with particular reference to the communication and

language curriculum for older children.

Setting details

Unique reference number	EY459718
Local authority	Central Bedfordshire
Inspection number	10406481
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 at time of inspection	0 to 5
Total number of places	61
Number of children on roll	94
Name of registered person	Davidson-Roberts Ltd
Registered person unique reference number	RP911128
Telephone number	01767 681805
Date of previous inspection	20 January 2023

Information about this early years setting

Manor Farm Day Nursery registered in 2013. It opens Monday to Friday, from 7.30am to 6pm, all year round. It employs 25 childcare staff. Of these, 17 hold relevant qualifications at level 2 or above. The nursery provides funded early years education for all eligible children.

Information about this inspection

Inspector
Elke Rockey

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a planned activity.
- The inspector spoke to the manager, area manager and deputy manager about the leadership and management of the nursery.
- The inspector talked to staff and parents at appropriate times during the inspection and considered their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to children to find out about their time at the nursery.

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.

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