

Fairfields Private Day Nursery

Inspection report for early years provision

Unique Reference Number	316757
Inspection date	10 August 2007
Inspector	Susan Elaine Heap
Setting Address	Broak Oak Terrace, Rochdale Old Road, Bury, Lancashire, BL9 7TD
Telephone number	0161 705 3613
E-mail	
Registered person	Creche-N-Co Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Fairfields Private Day Nursery is one of six nurseries run by Crèche-N-Co Limited. It opened in 1993 and operates from a single storey building. It is situated in the grounds of Fairfield Hospital, Bury. A maximum of 68 children may attend at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children have access to an enclosed play area.

There are currently 61 children aged from seven months to under five years on roll. Of these, 13 children receive funding for early education. The nursery currently supports children with learning difficulties or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 15 members of staff. All of these hold appropriate early years qualifications at National Vocational Qualification Level 2 or above, and four are working towards a National Vocational Qualification Level 3 qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is fostered well through the effective procedures members of staff follow for minimising the spread of infection. For example, the environment is kept clean, face cloths and bedding are laundered daily, electric fans are used on hot days to help keep the rooms cool and promote cross ventilation and toys are routinely cleaned. Children are developing a good understanding of their own personal care needs as staff promote consistent and regular routines, such as hand washing before eating and after visiting the bathroom. Pictorial reminders are displayed above the wash basins, which encourage younger children to carry out the task independently. Pre school children are developing a good understanding of how to care for the environment as they help the staff wash the tables ready for lunch. They say, 'we are washing the germs away'. Procedures to care for children in the case of accidents or illness are good. All the relevant documents are in place and several members of staff have completed the required first aid training.

A varied and balanced diet ensures children are kept well nourished. Meals are planned on a four-week menu and are prepared by the hospital canteen. The nursery cook supplements this by ensuring that children always have a good supply of fresh vegetables and fresh fruit daily. Attractively set out fresh fruit platters are offered at morning and afternoon snack time and children eagerly make their selections from slices of pear, apple, banana, orange and strawberries. Children are learning about healthy living and eating as staff reinforce the importance of this through discussions at snack and meal times. This is further promoted through activities, such as fruit and vegetable tasting, making papier mache fruit and vegetables to display and visits from the dental hygienist. The staff consistently encourage children to have 'big drinks when it is sunny' and, as a result, children are learning to recognise when they are thirsty and need to drink more water.

Children enjoy fresh air and exercise daily as staff plan good opportunities for outdoor play. Staff effectively promote safety in the sun at this time as all children have their own sun cream applied. Staff talk to children and ask them questions to develop their understanding of how to keep themselves safe in the sun. When asked what they need next, they reply, 'we need our sun hats on to protect us'. Children independently and enthusiastically make choices from a good range of equipment which helps them to develop new skills and control of their bodies. For example, they climb, balance, pedal and push. They play imaginatively on the grassed area using large cardboard boxes as boats or other means of transport, while pre school children enjoy doing stretching and balancing exercises on floor mats. Babies have space to kick, roll and pull themselves up using furniture inside, and enjoy the fresh air and sunshine while playing on large mats underneath the gazebo.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm and welcoming, child-centred environment. Displays of their art work, where they have used their own imagination and creativity, together with photographs of them at play are attractively displayed which helps to develop children's sense of belonging and self-esteem. Playrooms are organised to support children's independence as they freely access a wide variety of good quality toys and activities for themselves. The use of coloured

rugs, play mats, floor cushions and easy chairs help to create a homely environment for the very young children.

Children's safety and security is maintained through the positive steps staff take to minimise risks, such as the effective deployment of staff and supervision of children both indoors and outdoors, and through the completion of regular risk assessments. Good consideration is given to security and the entrance to the building to ensure that only authorised persons have access. Children are learning to keep themselves safe through positive direction from staff. For example, older children are reminded to be careful with the younger ones while playing outside and children are encouraged to put toys away so that they do not trip and fall over them. They learn about road safety through planned activities and imaginative play using a zebra crossing and traffic lights. However, fire drills are not consistently practised to ensure that children become familiar with the procedure to follow to keep them safe in an emergency.

Staff have a good awareness of child protection issues. They understand the procedures to follow and know what their responsibilities are within them. All the required documentation and procedures to safeguard children are in place. As a result, children are protected well.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and eagerly enter the nursery. They have developed good relationships with the staff and other children. For example, very young children follow a member of staff with their eyes as she leaves their side and they smile and wave their arms when she returns. Staff provide good opportunities for children to experience sensory play, such as exploring gloop, sand, water, spaghetti and mashed potato as well as natural materials in treasure baskets. They spend time playing with children, interacting well and creating opportunities for children to have fun and enjoy the time they spend at the nursery. Each child's key worker observes and monitors their development, making sure they support them in making progress. Staff have effectively put the 'Birth to three matters' framework into practice and use it well to plan activities to promote children's all-round development and plan effectively for the next steps in children's learning. Children have a good variety of play activities that they independently access and are enthusiastic and eager to follow their interests.

Nursery Education

The quality of teaching and learning is good. Staff have a strong knowledge and understanding of the Early Learning Goals and, as a result, plan a wide range of stimulating and interesting play experiences, which ensures a firm foundation for children's learning. Staff observe children and know what their abilities are and, through ongoing assessments, are able to plan the next steps in children's learning effectively. Children have comprehensive progress files containing written observations and examples of their work which are linked to the stepping stones. Children have opportunities to work on a one-to-one basis with a member of staff, such as playing with the doll's house or in a small group where they play imaginatively at the 'airport'.

Children are very confident in the nursery environment. They access a wide range of resources which contribute to their all-round development. They are developing good self-help skills as they put their sun cream on before going outside to play and attend to their personal hygiene needs well. Children play in an environment which is rich in print. Some signs are in different community languages, and, as a result, they are beginning to see that print carries meaning. They access the mark making area and use a good variety of writing tools, such as pens, pencils,

crayons and stencils and have opportunities to practise writing for a purpose. Staff make learning interesting by encouraging children to practise making letters in different mediums, such as copying letters in the icing sugar with their fingertips. More able children can confidently write their own name, address and postcode. They enjoy listening to stories and snuggle into a member of staff when looking at a book together.

Children have good opportunities to develop understanding of mathematical concepts in daily and focused activities, which bring mathematics into everyday situations. For example, they count how many children are present at the table and how many spoons are needed. They are introduced to the concept of less and more when a member of staff asks, 'If we take one away how many will we have left?' Children are becoming familiar with technology as they use cash registers and computers while engaged in imaginative play in the 'airport'. They are developing a sense of time and of past and present events as they take part in discussions about the day of the week, month and weather. Cutting and sticking activities and displays of holiday photographs allow children to talk and reflect on their experiences which helps children to listen and join in, especially those who are less confident. Children are making good progress in physical development, such as strength, balance and coordination and use a wide range of tools to develop dexterity, such as pastry cutters, rolling pins and paintbrushes. They have many opportunities to explore a good range of media, such as sand, play dough and papier mache and freely express themselves with paint. They use their imagination well in the role play area and often lead or direct their play and invite adults to join in. For example, children tell an adult, 'Sit here while I book in your luggage', and they then stamp the passport.

Helping children make a positive contribution

The provision is good.

Children's transition from home to nursery is supported through an effective period of visits before the placement begins. During this time, staff gather a wealth of information about children's individual needs and routines from parents. Equally, as children progress through the nursery they enjoy short visits to the next room which helps to familiarise themselves with the staff, children and their new surroundings. As a result of these procedures, children are happy and settle well. Children develop a strong sense of belonging in the setting as they see their artwork on display. They are spoken to with respect by a sensitive and caring staff team who consistently offer praise and encouragement which helps to develop their self-esteem and confidence. Children behave well and are developing good manners through the positive role model set by the staff.

The setting provides an appropriate range of resources which reflect positive images of diversity, which help children to develop an understanding of other cultures and traditions. Children's knowledge of diversity is further developed through the celebration of familiar and other lesser-known festivals, such as Chinese New Year, Eid and Holi. There are very good systems in place to support children with learning difficulties and the staff team work closely with parents and other professionals to ensure each child's individual needs are met. Children's social, moral, spiritual and cultural development is fostered.

The partnership with parents is good. There are good systems in place for effective communication between parents and staff, such as daily informal conversations and daily diary sheets for babies. However, there are no regular meetings set, up to date, between parents and each child's key worker to talk about and discuss children's progress and involve them in children's learning. Parents have access to a wide range of information which includes weekly

menus, planning regarding the 'Birth to three matters' framework and the Foundation Stage and newsletters.

Organisation

The organisation is good.

The leadership and management of the nursery education is good. Children's well-being is maintained because the setting has effective recruitment and induction procedures in place. They are cared for by an enthusiastic and committed staff team who work effectively and cooperatively together and have a strong understanding of how children learn. Weekly planning meetings and monthly staff meetings are used to support staff and to monitor and evaluate children's progress. Staff demonstrate a high level of commitment to improve the service. In addition, the proprietors and the company training manager visit regularly to offer support. This actively contributes to children's good health, safety, enjoyment and achievement and ability to take an active part in the setting.

Policies and procedures are of a good standard and used by the staff team to effectively promote the welfare and safety of children. All the legally required documentation by the National Standards is in place and is well-organised. Children are grouped with a key worker which enables them to get to know children well and helps children settle and feel secure. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last nursery education inspection the setting was asked to: increase the choice the children have about where they play; improve access to resources in the pre school room so children can initiate and extend their own play ideas; develop staff's knowledge and understanding of the Foundation Stage and their ability to offer children challenging play to encourage mathematical thinking, problem solving and the development of language; and to develop the use of assessment systems to find out what children can do and use this information more effectively to plan the next steps in their progress.

These have all been completed and have improved the quality of children's play, learning and development.

At the last care inspection the setting was asked to develop the planning and assessment formats used for children under three and improve the frequency of fire drills. Planning, observation and assessment systems are now in place and effectively follow the 'Birth to three matters' framework and have improved the quality of children's play, learning and development. Fire drills were initially practised frequently following the last inspection. However, due to the system which is in place this has proved to be problematic. The management team are working with the estates department within the hospital to improve this. As a result, in order to improve children's safety, a further recommendation has been made following this inspection.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve systems for ensuring that fire drills are practised regularly.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve partnership with parents by continuing to develop systems for involving parents in children's learning by sharing children's assessment records on a regular basis.(also applies to care)

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk