

# Fisherfield Farm Children's Day Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 316454   |
| <b>Inspection date</b>         | 26 June 2008   |
| <b>Inspector</b>               | Annette Stanger  |
| <b>Setting Address</b>         | Fisherfield Farm, Hargate Avenue, Rochdale, Lancashire, OL12 6BT |
| <b>Telephone number</b>        | 01706 655 000  |
| <b>E-mail</b>                  |  |
| <b>Registered person</b>       | Fisherfield Farm Nursery Ltd                                     |
| <b>Type of inspection</b>      | Integrated   |
| <b>Type of care</b>            | 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](http://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?

Fisherfield Farm Children's Day Nursery opened in 1999 and is one of six privately owned nurseries run by Fisherfield Farm Nursery Group Limited. The company also operates two settings that provide out of school care in the form of before and after school care and a holiday club. These are located throughout the Rochdale and Bury areas. The nursery operates from a two storey purpose built building in Norden in Rochdale. Children use all the rooms on the ground floor. All children share access to two secure enclosed outdoor play areas.

A maximum of 45 children may attend the nursery at any one time. The nursery is open weekdays from 07.30 to 18.00, closing for all bank holidays and a week at Christmas. There are currently 75 children aged from three months to five years on roll. Of these, 22 children receive funding for early education. Children come from a wide catchment area as well as within the locality.

The nursery employs 19 members of staff. Of these, 16 hold appropriate early years qualifications and one member of staff is currently working towards an early years qualification. There is also a quality manager and two consultants.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Staff promote children's health well by taking a range of positive actions. Very good attention is paid to ensuring precautions are taken to successfully avoid cross-contamination, with hygienic procedures for nappy changing and hand washing. Children are knowledgeable on good health and hygiene practices as a result of staffs' consistent approach to maintaining high standards. Discussions with children about germs, and posters displayed at their level help to reinforce this. Children explain to the inspector, 'I wash my hands to make them clean' and know they must follow this procedure before eating meals and after using the bathroom. Younger children are encouraged to wash their hands after a nappy change and staff talk through why they are washing their hands before and after to raise hygiene awareness from an early age. Staff actively encourage children to think for themselves and to make decisions regarding their personal care. For example, staff position tissues within easy reach for them to independently attend to their own needs as they blow their noses and dispose of tissues hygienically in the bin.

Children are very well nourished by a good variety of healthy balanced meals and snacks, which includes locally sourced produce. Menus are carefully planned and are shared with parents to keep them well informed about meal choices. Clear systems are in place to ensure that information is sought and shared regarding children's health and dietary needs, and any allergies or cultural preferences. Staff are vigilant in ensuring that the children's individual requirements are met to ensure their health is safeguarded. A range of vegetables accompany main meals and children enjoy fruit snacks throughout the day. Children are able to make decisions about their meals by using choice cards and this helps staff to learn more about children's preferences, likes and dislikes. Children have either milk or water to drink and water dispensers mean that children can easily accommodate their thirst.

The setting is committed in its approach to healthy eating, ensuring they keep up to date with the latest guidance in order to maintain high standards. The nursery has achieved an award for their healthy meals and snacks and their proactive approach to providing a healthy balance for the children in their care. For example, children help themselves from a bowl of fruit displayed in the foyer allowing them to take a piece of fruit home with them. This encourages their healthy eating habits. Staff regularly talk to children about the benefits on the body by eating and drinking healthily, with well thought out projects planned around healthy living. Children learn about different types of fruit during their role play, as they compare tropical fruits, such as papaya to a banana. They learn about healthy bones through planned topics on growth and visitors come to the nursery to talk about dental hygiene and the importance of looking after their teeth.

Arrangements for first aid and administering medication meet requirements. Staff are trained in administering first aid and pay very good attention to continually updating this knowledge to protect children's health. Procedures are in place to ensure that prior written consent is obtained before administering medication; this takes place at the time of placement and again for each medication given. Records are kept regarding the administration of medication to children, although it is not always distinguished within the documentation when instructions to administer have been given by phone by the parent. For example, in the event that a child becomes ill throughout the day.

Children of all ages make good progress in their physical development and there are plenty of indoor and outdoor opportunities for physical play. They are helped to understand how exercise helps them to stay healthy through a range of activities, including planned sessions on movement and dance. They learn to move in a range of imaginative ways and coordinate their bodies to music. They jump, shake and wave their pom poms with gusto and follow actions and combine a range of movements as they bend their knees and clap in time to the music. Children are helped to develop the confidence to move with increasing control and coordinate their bodies in various ways. They mould and manipulate dough and other materials, use paint brushes and a range of movements to play different types of musical instruments, as they twist, shake and tap. Children have access to larger equipment and materials and enjoy using large sheets to make dens. Young children are also encouraged to be physically active and develop their strength and coordination. Toys are skilfully positioned by staff so children have to stretch, reach and crawl, which helps to develop their confidence and acquire new skills.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Staff have an excellent understanding of their role in safeguarding children and have attended relevant child protection training. They are vigilant and are very aware of the signs and symptoms of possible abuse and of the procedures to follow should they have any concerns. There is a clear safeguarding procedure and robust systems in place to document any existing injuries to protect children. These measures contribute to keeping children safe and mean that staff can act quickly and effectively and in the child's best interest.

Children are cared for in an extremely welcoming, well organised, and child-centred environment. Children have their own pegs for their individual items and their work and creativity is highly valued through attractive displays for the children to refer to. This actively promotes and builds on children's self-esteem and their sense of belonging. Excellent adult to child ratios and effective deployment ensures children are well supervised in all areas of the provision and allows them freedom to explore their environment. High quality resources are provided for the children that are safe and suitable for the children's use and these are systematically checked for their continued safety. These are presented in clearly defined areas for play, and areas of continuous provision are used to enhance children's learning and provide a balance of stimulating practical experiences. Children are able to make informed choices about what they wish to play with as the resources are effectively organised at their level and are clearly labelled. This helps children to become truly independent, curious and imaginative learners.

Excellent security measures are in place and these ensure that children cannot leave the premises unsupervised and there can be no unauthorised access to children. All visitors are required to sign in and are asked for identification before being granted entry. There are clear procedures to ensure children are collected by authorised people as detailed on entry documentation completed with parents. Risk assessments are robust and regularly undertaken to minimise any hazards to children's safety, taking into account children's increasing capabilities. Accident records are used effectively to inform risk assessments and identify any possible areas for improvement to continuously improve safety. Staff are extremely vigilant and continuously risk-assess to maintain a safe environment where all children are able to move around safely and freely and initiate their own play and learning.

All fire safety precautions are in place and children learn about emergency evacuations because they are regularly practised and recorded to highlight any potential problems. During fire practises the position of the fire is varied so staff are knowledgeable of all evacuation routes

and are therefore better equipped to deal with an emergency evacuation. Children display an excellent understanding of how to keep themselves safe and this is reinforced by the staff. During their sand play, they discuss with staff how it would be a good idea to sweep the sand off the floor that they have spilt so that no one slips and hurts themselves. Children also learn more about safety through planned topics, such as their involvement in road safety week. Children learn through role play how to cross a road safely. The nursery borrowed a range of equipment for this purpose, including a zebra crossing and traffic lights. Such activities help to raise children's awareness of safety and encourages them to share some responsibility for their own well-being.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The children are very settled and enter the setting eager and confident. They flourish in the busy yet calm environment as they each participate enthusiastically in activities of their choosing. These include a balanced and stimulating range of continuous provision including sensory and exploratory experiences. They enjoy a range of table top and carpet activities and use their initiative well, selecting their own resources and experiences as well as participating in planned activities. They are welcomed by warm, friendly, enthusiastic staff and interaction is effective. Staff praise children regularly, listen to what they are saying and value their contributions.

Children of all ages enjoy a range of practical play experiences throughout the nursery and staff are skilled at ensuring the activities suit the developmental needs of the children. Young children enjoy building towers from wooden bricks and take great delight in knocking them down. They laugh, tap the bricks together with excitement and stamp their feet as they watch it fall, before repeating the process. Role play areas support older children's play and include writing materials for children to make meaningful marks and be creative. At the inspection the role play area was set up as a travel agent, complete with currency, passports, holiday brochures and office materials. Staff had taken on board that many of the children were going on holiday over the summer period and had incorporated this into their planning.

Staff have a sound knowledge of how children learn and systematically identify next steps in children's learning to ensure that children make good progress in relation to their starting points. They know the children well and use the look, listen and note approach to ensure that activities are planned around the children's interests to help them enjoy and achieve. The nursery as a whole is working with a new planning system, which is in its early stages of implementation, and room leaders are taking a lead role in ensuring staff are familiar with these new systems.

### **Nursery Education**

The quality of teaching and learning is good. Children make good progress towards the early learning goals because staff have a secure knowledge of the Foundation Stage. This ensures that sessions are well planned to include a balanced and purposeful curriculum. Staff have a good knowledge of the children's capabilities and use this knowledge well to ensure that children are well challenged. Effective questioning techniques are used to successfully stimulate thinking and extend knowledge and also promote children's language development. Children's individual files clearly show the progress they are making towards the early learning goals and include written observations, dated examples of their work and creativity and a profile card. A new planning system has recently been implemented throughout the nursery and room leaders are working well to ensure that all staff are knowledgeable of the new systems. The

implementation is still in its early stages and staff are working closely with management, advisory teacher support and consultants in evaluating its impact. Observations of the children are used to inform future planning and identify children's next steps in their development and this systematic approach supports children in making good progress in all areas of learning.

Children play a dynamic role in their learning and in their contribution to the planning process. Staff consult children for their ideas and suggestions of possible activities and this proactive approach ensures that activities effectively capture their interest and maintain their enthusiasm, resulting in children who are eager to learn and participate.

Children are skilled communicators and are confident in their interactions as they talk with enthusiasm about what they are doing and what they are going to do. They have a good vocabulary as they use words to describe their actions, as they 'stretch', and their creations, as they build 'massive' structures from wooden construction. Children show an appreciation of books and handle them correctly, showing an awareness that print carries meaning. Name cards are used and children are able to recognise their own name and some are also able to recognise their peers names. Writing materials are included as part of the continuous provision and children make very good use of these during their play situations. Children choose to label their own work and attempt to write their name and many do so forming recognisable letters. This maximises opportunities for children to write for a variety of purposes and develops their confidence.

Children count confidently and show increasing skill in using and recognising numbers in their play. Language is regularly used to describe position, capacity and size. They compare their height to others and talk about being bigger and smaller than one another. When using the computer, children are able to count different objects and use positional language, such as on top, under and to the side. Excellent mouse control is shown by children when using the computer. They operate simple programmes with great skill and explain to the inspector what they are doing and how they are doing it. For example, clicking the mouse and moving it from side to side to put the hens back into the hen house.

Children confidently express their creativity and use their imaginations to good effect to develop their own ideas. Children talk in detail about their intentions and their creations, for example, children decide to make pogo sticks constructed from wooden construction materials. They bolt pieces together to create an end product and adapt their creations as they go, deciding their pogo stick needs a handle. They use their senses to describe what they see, smell and hear, as they stroke flattened dough, describing it as soft. Children make, mould and manipulate dough to make wiggly worms, and skilfully use different tools to achieve a desired effect, such as rolling pins and cutters. Their knowledge and understanding of the world is encouraged through a range of activities. They talk about what is seen and what is happening and observe change, for instance, when ice taken from the freezer starts to melt. Their awareness of the wider world is also encouraged and supported through various activities and through use of the travelling bear. Children are given the opportunity to take the bear away with them on holiday, and on their return, they share news about their travels including postcards, photographs and their own verbal accounts.

### **Helping children make a positive contribution**

The provision is outstanding.

All children are made extremely welcome within the inclusive environment. They benefit from excellent activities and resources which help them to value diversity. They learn about

themselves, each other and the world around them through well planned activities and accessing resources, which reflect diversity and acknowledge cultural differences. An example of this involved children making links in their local community, visiting a residential care home for the elderly and celebrating the harvest festival. The nursery welcomes visitors to the setting and a recent visit from a guide dog and their handler helped to raise children's awareness of disability.

Children's behaviour is exemplary in response to the staff's positive and consistent approach to behaviour management. Younger children are well supported in sharing and turn taking and techniques of distraction and diversion are used to maximum effect. Staff constantly give meaningful praise and take time to acknowledge positive behaviour and value children's individual achievements. Various innovative strategies are also used to encourage responsible behaviour. The use of a sand timer helps children to gauge how long to spend at popular activities and ensures everyone has a fair turn. Children follow this extremely well demonstrating care and concern for others around them. Children are learning to negotiate and resolve their own disputes and they can be heard suggesting they share and take turns on popular resources. Children can also be heard praising one another's efforts and thanking their peers for waiting for them to finish with various resources. By being involved in putting together their own set of rules, pre-school children have gained an excellent understanding of right and wrong and expected behaviour. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. Parents are warmly welcomed into the nursery by an informative entrance area, with a superb variety of information displayed regarding the provision. Planning is displayed within each room and parents are encouraged to contribute their ideas and suggestions. They have easy access to their child's individual file, which they can discuss with their child's key worker. Previous inspection reports are readily accessible for parents and the complaints procedure is clearly displayed. The operational plan includes all of the relevant policies and procedures and this information is effectively shared with parents. Regular newsletters keep them up to date with the latest developments at the provision and current topics. This means that parents can be actively involved in their child's learning, for example, by children bringing in relevant items from home. A range of methods of feedback give a chronological story of the child's time in the setting. These include daily verbal feedback, parents' evenings, progress reports and daily records, which keep parents exceptionally well informed of all aspects of their child's care and development. These successful partnerships with parents contribute significantly to children's development and promote continuity of care. There is also useful information on the 'Birth to three matters' framework and the Foundation Stage. Information on the Early Years Foundation Stage is also available for parents in preparation for September 2008 and parents are kept extremely well informed of all current developments. Management regularly consult with parents and welcome their feedback. Their contribution is sought through the use of viewing questionnaires and a courtesy call when they first come to view the nursery, as well as regular parental questionnaires and a suggestions book to encourage their continuous feedback and input. Parents are extremely happy and appreciative of the care and education their children receive and this is demonstrated in their written comments. Children clearly benefit from this highly successful partnership and settle extremely well in response, making their experience a positive one.

## **Organisation**

The organisation is good.

Recruitment and vetting procedures ensure that children are well protected and cared for by staff with good knowledge and understanding of child development. Induction procedures are thorough and ensure that staff have a good awareness of expected practice. Effective

deployment of staff ensures children receive good levels of support; staff know the children well and work very well as a team and in the children's best interests. All staff have a high regard for the well-being of the children and ensure that policies and procedures work well in practice and most systems are effective. There is a system for registering children and staff attendance on a daily basis and this clearly shows hours of attendance and includes all required information. Although, these are not effectively monitored to ensure that all staff sign themselves in promptly on arrival.

Continuous professional development meetings are undertaken with staff and are used effectively to ascertain continued suitability and to identify training needs. All of the required documentation is in place and includes the necessary detail, and policies and procedures are regularly reviewed as part of the nursery's ongoing commitment to continuous improvement and development.

The leadership and management is good. There is a high level of commitment from staff and very successful working relationships. Management at all levels support staff well and actively encourage them to attend ongoing training, which in turn benefits the children and the provision. The provision is proactive in identifying their own areas for development through the use of parental questionnaires, seeking support from a qualified teacher, consultants, quality assurance schemes, regular consultation meetings with staff and using the self-evaluation form as a tool for improvement. The nursery chain also has a quality manager and two management and childcare consultants who provide ongoing support and guidance to maintain high standards. Staff work very well together as reflective practitioners and regularly evaluate their practice and the delivery of nursery education. This demonstrates a strong willingness to continually improve and has a positive impact on the care and nursery education provided. Monitoring systems are used effectively to ensure that each area of learning is covered sufficiently over time and all aspects within these areas are being covered. Recent changes have been made to the planning system and these are working well in practice in the interest of both the staff and children.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection the nursery was asked to improve aspects of the provision with regard to equipment at meal times and arrangements for toileting. Staff now ensure that all children are provided with appropriate cutlery at meal times to allow them to become increasingly independent in feeding themselves. Arrangements for toileting have also been reviewed to ensure that children's privacy is respected, with new doors being fitted to cubicles.

At the last nursery education inspection there were no significant weaknesses to report, but consideration was to be given to improving the book area. This area of the provision has been improved and includes comfortable seating and cushions to allow children to relax and enjoy books both alone and in small groups and is freely accessible to children.

### **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.



## 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 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 medication records to include further details when instructions to administer have been given by phone by the parent
- monitor the registration system to check that staff are signing in promptly on their arrival to the nursery.

#### **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):

- continue to develop, monitor and evaluate the new planning system and its impact on teaching and learning (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](http://www.ofsted.gov.uk)