

# Fernbank Nursery Ltd

Inspection report for early years provision

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**Unique reference number** EY372066  
**Inspection date** 29/01/2009  
**Inspector** Janet, Elizabeth Singleton

**Setting address** Lammack County Primary School, Lammack Road,  
Blackburn, Lancashire, BB1 8LH

**Telephone number** 07866 900 898

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Fernbank has been registered since 2008 and operates from within Lammack County Primary School, Lammack Road, Blackburn and serves the local community. Children are accommodated in the main play area with access to the hall and library within the school. There is access to an enclosed outdoor area and the building has level access.

The setting is registered to care for 40 children in the early years age group. This provision is registered on the Early Years Register and the Childcare Register. There are currently 62 children on roll who attend for a variety of sessions. The setting provides support for children with learning difficulties and disabilities. The nursery is open 08.00 to 17.45, Monday to Friday.

There are 10 members of staff that work with the children all of whom hold an appropriate childcare qualification. The setting receives support from the local authority.

## **Overall effectiveness of the early years provision**

The setting is very effective at promoting many aspects of the children's welfare and development ensuring they are safe and secure. They recognise the uniqueness of each child through the good use of the observation system and planning for children's individual next steps. Children are supported and make good choices about their play from the well resourced areas of continuous provision. Partnership with parents is good and quality information is shared, although they are not fully included in the learning requirement and assessment of their child. The management team are committed to evaluating the service provided in order to make improvements and promote good outcomes for all children to maintain a culture of continuous development.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure the equal opportunity policy is sufficient in detail to include how you will meet the needs of those children with learning difficulties and disabilities
- ensure parents are involved in their child's ongoing assessment taking account of information provided by them regarding their child's development from home.

## **The leadership and management of the early years provision**

There is good leadership of the setting with the management team focussing on a commitment to evaluate and address identified strengths and weaknesses. All staff are involved in the staff meeting and are encouraged to bring ideas that have an

impact on the service, for example, the plans to change the outdoor area. The staff plan for children's individual needs and plan for their next steps in their learning. They evaluate all activities and monitor the children's participation in the areas of continuous provision to ensure a balanced curriculum for all. Policies and procedures to safeguard children and support the running of the service are in place, however the equal opportunities policy is not in sufficient detail regarding the learning difficulties and disabilities aspect. The superb organisation of the premises and the resources allows for children to play freely and make good decisions and choices about their play.

The setting works effectively with parents in sharing good information regarding the policies, procedures and the learning journey for their child. There is information displayed for them and they are made welcome into the setting. There is currently a group involving parents in playing with their child held weekly, known as 'Parents as educators'. Parents complete an 'All About Me' booklet when their child starts at the setting to determine the starting points of their child to ensure individual needs are identified. The key worker links with the family and shares all information regarding what activities and play opportunities the child has taken part in at the setting.

Children are safeguarded as there is a robust vetting procedure in place which includes qualifications, clearance checks and references for staff. The staff are fully aware of the safeguarding policy and are involved in the completing of the risk assessment for each area of play. The appraisal system, induction procedure and the ongoing training for all staff ensure they remain suitable and skilled to work with the children. Accident and medication details are clearly recorded and shared with parents. Specialist training is sought when needed to ensure children are kept safe and their individual need is addressed, this is in close partnership with the parents.

## **The quality and standards of the early years provision**

The children benefit from staff who have a good knowledge of the Early Years Foundation Stage (EYFS) and complete comprehensive planning documentation to meet the learning and development requirements for each child. This includes a good observation system with this being discussed at the planning meeting and recorded and linked to the outcomes for children. This information is transferred to the 'Blackburn with Darwen' EYFS pro-file to monitor and track children's progress. The children play and learn in an environment where they can move freely and access the lovely resources as they enhance and choose their own areas of play encouraging their decision making skills. They take part in literacy and numeracy topics increasing their understanding and confidence in the use of letters and numbers. They enjoy the dance and movement session, with the dance plans being included into the weekly planning, therefore building their physical skills and their ability to express themselves through movement. The staff complete planned focussed activities with all other time being free flow, this delivers a good balance of adult-led and child-led activities for all children.

The children delight in lots of positive interaction from staff as they play together

to make tea in the home corner or working together on the computer and interactive whiteboard, building their information and technology skills. Their behaviour is very well promoted with staff praising children and encouraging sharing, talking about the reason why and encouraging them to play harmoniously. They sit and support children asking questions to encourage them to think about what they are doing, for example, when building a tower they discussed it being bigger or smaller than. Those children who have English as an additional language are supported by the use of bi-lingual staff who assist them as they play, enabling them to feel included. This allows for them to take part and be included in the group activities and in the general play sessions for all children. Outdoor play is readily available as they have a system, which children understand and use, that consists of a red and green notice, when the green sign is showing they can go outside. There is also a picture of the staff monitoring this area displayed, as a result, children know who to approach should they wish to go outside therefore, promoting their independence.

The setting is committed to progressing children through the EYFS and ensuring their welfare is safeguarded. They encourage children to be responsible for their behaviour and discuss with them the reason for the safety rules. They learn about healthy practices as they wash their hands and clean their teeth at mealtimes. This positive approach enables children to learn those skills necessary to make a positive contribution and to work towards a future economic well-being.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

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.