

# Fisherfield Farm Children's Day Nursery

Inspection report for early years provision

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**Unique reference number** 316453  
**Inspection date** 19/08/2009  
**Inspector** Marina Anna Howarth / Gillian Patricia Bishop

**Setting address** Edinburgh Way, Rochdale, OL11 2PD

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**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 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

Fisherfield Farm Nursery, Edinburgh Way has been registered since 1999 and is part of a chain of nine childcare facilities in the Rochdale and Bury areas. The nursery operates from a single-storey building in the Sudden area of Rochdale. There are four main playrooms and three secure outdoor play areas. The nursery serves the diverse local community and offers a range of full- and part-time places to families. There is easy access to the premises. It is open between 7.30am and 6.00pm Monday to Friday, 51 weeks a year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 94 children may attend the provision at any one time. There are currently 82 children on roll, including 32 children who receive funding for nursery education. The nursery is currently supporting children who have special educational needs and a number of children who have English as an additional language.

There are 18 members of staff, including the manager, all of whom have appropriate early years childcare and education qualifications. The manager and deputy manager are working towards the Early Years Foundation Degree in Childcare. The nursery receives support from Rochdale Early Years and Childcare Services.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Staff are highly effective in ensuring children's progress throughout the Early Years Foundation Stage is consistently good and exemplary in many elements. Children benefit from the high quality of care they receive from staff who meet their individual needs exceptionally well through personalised planning, rigorous assessments and a successful partnership with parents. Children have access to an excellent range of activities and experiences. As a result, they thrive and flourish in the warm, caring, vibrant, child-focused environment. All staff continuously reflect on their practice and their process of self-evaluation and continuous improvement is effective.

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

To further improve the high quality early years provision the registered person should consider:

- continuing to develop the learning and development provision for children who speak English as an additional language by improving the use of home languages within the environment.

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

All staff are clearly motivated in ensuring that high aspirations for quality remain paramount and this is evident through effective systems of ongoing development. Plans for the future are clear and focused to bring about further improvement of the provision and outcomes for children. The self-evaluation of the provision is extensive and effective. All staff and users are consulted and close liaison with external training agencies ensures that reflection of practice is ongoing. The enthusiastic, conscientious staff team are highly motivated in their continuous professional development. All recommendations raised at the previous inspection have been successfully addressed. For example, the outdoor play areas have been extensively developed, supporting children's learning in all six areas of the Early Years Foundation Stage. In addition, the nursery has been awarded funding to enable them to make building alterations to provide continuous provision for outdoor play in the under two year olds' area.

Children are fully safeguarded and protected from harm as the setting operates robust policies and procedures which are clearly reflected in practice. In addition policies are reviewed on a regular basis to ensure any current information or significant changes are addressed. Extensive risk assessments for all areas of the building, the outdoor area, resources and individual outings ensure children's safety is protected. These are conducted daily, monthly and annually and are all dated, signed and reviewed. Vigorous induction systems ensure that all new staff are given high quality support and training development. Effective systems are implemented for the recruitment and selection of staff ensuring that all staff who have direct contact with children have full clearances and are suitably qualified.

Parents and carers are kept fully informed about their child's progress and activities taking place in the provision through a variety of effective systems of communication. They are provided with written information about their children's welfare and learning. Informative vibrant displays give information of all the staff and their qualifications and the Early Years Foundation Stage, and policies regarding the day-to-day running of the setting are continually available. Parents play an active part in their child's learning and progress as their views are valued and there are continuous opportunities for them to contribute their ideas and suggestions. There are regular parents' evenings and newsletters and the nursery operates an 'open-door policy'. Parents when spoken to express enormous satisfaction with their children's progress in all areas of development and have found the staff to be extremely supportive and accommodating.

Excellent links have been established with external agencies, such as local schools, and as a result, children are fully supported in the transition process. Children with physical disabilities or additional learning needs access good support through the role of internal and external Special Educational Needs Co-ordinator (SENCO) workers. However, the nursery are currently evaluating their systems to further develop support for families and children who speak English as an additional language. The providers and management team demonstrate an excellent

commitment to meeting the needs of children and families and providing high quality care.

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

Children have access to an extensively resourced, safe and stimulating environment which effectively supports their individual learning through planned experiences, reflecting their interests and activities that are challenging but achievable. For example, older children enjoy facilitating team games whilst playing outside. Staff are eager to participate and children clearly enjoy engaging staff in their play. Children are consistently greeted by enthusiastic, caring staff who are committed to ensuring daily routines are filled with fun, laughter and appropriate challenges to enable them to flourish and reach their full potential. Meticulous care and attention is placed on all areas of the nursery to ensure that children's learning is successfully supported as staff give them confidence to explore and provide the stimulus required to motivate them. For example, babies move around a wide range of furnishings located at different levels, enabling them to explore tunnels and dens and pull themselves in standing positions. All children are able to look through the low-level windows and at their reflections in mirrors. This results in children developing into enthusiastic, inquisitive learners.

Children thrive and thoroughly enjoy their time at the setting. They are making extremely good progress across all areas of learning as all staff are confidently secure in their knowledge and delivery of the Early Years Foundation Stage. Learning is promoted by staff as a continuous journey through which individual children build on the things they have already experienced and staff promote new and interesting challenges. The nursery operates a key worker system which ensures close bonds and relationships are formed between staff and children. As a result, children become familiar with the setting and confident and safe within it. Excellent transition routines facilitate regular visits into the new areas and effective communication between staff and parents results in children confidently settling into their new group. In addition, systems are flexible enabling children to be placed with their preferred adult, when close attachments are identified. Staff demonstrate excellent knowledge of children in their care which means their unique needs are successfully recognised. Effective assessment systems ensure that staff clearly recognise what children can do and identify their next steps in learning. Children's behaviour is exemplary, they are courteous and kind to each other and are aware of the importance of taking turns and sharing resources. Their positive behaviour and accomplishments are continually acknowledged by staff through praise, stickers and the implementation of effective behaviour management strategies. Children also demonstrate an excellent awareness of their own personal safety. They eagerly help to tidy away the toys and sweep the floor and they are able to confidently recite the fire evacuation procedure emphasising that 'you must not run'.

All children have excellent opportunities to access play activities which cover all six areas of learning. They discover and learn how to use appropriate information and communication technology, such as computers and programmable toys. They learn about their own and other people's cultures in order to understand and celebrate

the similarities and differences between them in a diverse society. Children explore the extensively developed outdoor environment and discover different bugs and their life cycles. They explore movement and space through running, climbing, balancing, skipping and playing ball games. They use a range of small and large equipment such as creating dens and using a variety of utensils in the sand and water areas.

Positive steps are taken to promote good health and well-being. Children are offered a range of nutritious meals and snacks and are given healthy choices. As a result, the nursery has been awarded the 'Golden Grin' award. Parents are consulted closely to ensure individual dietary needs are met and staff caring for young babies discuss weaning processes. Children are aware of personal hygiene as staff act as positive role models ensuring stringent hygiene procedures are followed throughout all aspects of the nursery.

## 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>	1
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
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

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## **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