



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 302032

DfES Number: 523715

INSPECTION DETAILS

Inspection Date 07/05/2004
Inspector Name Helen Shotton

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Fearnley Private Day Nursery
Setting Address 1 Belmont Avenue
Low Moor
Bradford
West Yorkshire
BD12 0PD

REGISTERED PROVIDER DETAILS

Name The partnership of Pauline and Vincent Fearnley

ORGANISATION DETAILS

Name Pauline and Vincent Fearnley
Address 1 Belmont Avenue
Low Moor
Bradford
West Yorkshire
BD12 0PD

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Fearnley Day Nursery opened in 1996. It operates from converted shop premises situated in the Low Moor area of Bradford. There are shops, schools and parks within walking distance. Children are accommodated in three rooms, dependant on their age, two ground floor rooms for younger children and one first floor room for older children. There is a fully enclosed outdoor play area available to the side of the premises. The nursery serve families from the local and wider community.

There are currently 69 children from 3 months to 5 years on roll. This includes 11 funded 3 year olds and 13 funded 4 year olds. Children attend a variety of sessions, either part-time or full-time. The setting supports any children with special needs or who speak English as an additional language.

The group opens five days a week, Monday to Friday all year round. Sessions are between 07:30 until 17:30.

There are nine members of staff and the two nursery partners who work with the children. All the staff except one and the nursery partners have early years qualifications to level two, three or equivalent. There are three members of staff currently working towards a level three early years qualification. The setting have received some support from a teacher from the Early Years Development and Childcare Partnership. They receive regular information through the National Day Nursery Association and subscribe to early years publications.

How good is the Day Care?

Fearnley Day Nursery provides good care for children. A warm, friendly and welcoming environment is created where the children are very happy and settled. Staff work well together, they are well organised, make good of the space and have established routines the children are familiar with. The management of the nursery have high expectations of staff and through supervision and appraisals this is monitored well. There are good systems in place to monitor the safety of the environment and this is well supported through clear written documentation. The

nursery is clean and well maintained and staff promote good hygiene practices, including encouraging the children's personal hygiene, through familiar routines.

Very good relationships with the children have been established. Staff become involved in their play, supporting and encouraging their development well, whilst meeting their individual needs. The good range of resources are well utilised to provide the children an interesting, stimulating and good range of activities and experiences. The planning systems and use of children's profiles assist staff in identifying development needs, aspects of these are still new and further thoughts to develop them further are needed, especially for children under three years. The children play very well together, they are interested and actively involved in their play and their behaviour is good

Relationships with parents are good. Good written information is provided, for example, the nursery's policies, procedures and notice boards. Staff ensure time is available daily to verbally share and exchange information with parents about their child's day. For children aged under two years this is supported well through written daily records. All documentation and paperwork is available and well organised, although a small issue arose in regard to the medication records and attendance registers. Written comments provided by a selection of parents were positive.

What has improved since the last inspection?

not applicable.

What is being done well?

- Children's relationships with each other are very good, they play well together, share, take turns and co-operate during play and their behaviour is good.
- Staff know the children very well and use this knowledge to utilise resources to plan and provide a stimulating and interesting range of activities and experiences for them, that meet their individual needs well.
- There are good systems in place to ensure that a safe environment is maintained for the children to learn. This is well supported through the clear written documentation maintained of the regular safety checks that are carried out.
- The high standards expected of staff by management is monitored through daily contact, ongoing supervision and the appraisal system to ensure this standard is maintained.
- Staff interaction with the children is very good and effective relationships have been established with children responding well to staff. Children are very happy and settled within their environment and enjoy the staff being involved in their play. Staff use their questioning skills well to support and encourage children's development.
- Good organisation and effective teamwork of the staff provides a warm and welcoming environment for the children to learn. Staff have established

familiar routines and procedures to ensure resources and space, including outdoors is well utilised by all.

- Through daily discussions with parents good information is shared and exchanged regarding their child's day. The use of daily diaries for the under twos and access for all parents to their child's profiles provides parents information on their child's progress. This results in good relationships with parents and the needs of the children being met well.

What needs to be improved?

- the systems for recording the hours of attendance of children and staff
- the development of the planning system for children aged from birth to three years to ensure it is appropriate to their age and stage of development
- the medication records in relation to obtaining parental acknowledgment of entries to ensure consistency between all rooms.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	Review the current planning system and look at different ways that can be used to plan for children aged from birth to three years.
7	Devise a consistent system in regard to how parents acknowledge entries of the medications administered to children.
14	Review the current system for recording the hours of attendance of staff and children to provide more clarity.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Fearnley Day Nursery provide a welcoming environment where children make very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a good understanding of the foundation stage and they use this knowledge effectively to plan a very good range of activities and experiences for the children. Through knowing the children very well they skilfully adapt and change activities to meet their diverse needs. Planning systems and newly introduced profiles are still developing and staff are establishing ways to show how children progress. Staff use their questioning skills very well to challenge and support children's development, becoming directly involved in their play. They are very organised and work well as a team, establishing routines and consistent ways of working. Very good relationships with the children have been established, staff provide a good role model for them, which results in children behaving very well. There is good support for children with special needs or who speak English as an additional language.

Leadership and management is very good. Management have very high expectations of staff and through daily supervision and appraisal systems this is maintained. Staff are well supported in accessing training and the knowledge gained is used to assess the nursery education. Through the good use of activity evaluations and staff meetings the setting are able to identify and implement any changes needed.

Partnership with parents is very good. Parents can monitor their child's progress through access to their profiles, they are encouraged to contribute what they know about their child. A large amount of children's work is taken home raising the parents awareness of the types of activities their children are involved in. Good documentation regarding the setting, information on the foundation stage and activity planning is available for parents use. Staff's communication with parents is very good.

What is being done well?

- Children's pre-reading and writing skills are fostered very well within the nursery and their progress in these areas is very good. Many children aged four years are able to write their name and other simple words and recognise letters and some can read some simple words.
- Relationships between the staff and children are very good. Through the staff involvement and interaction in the children's play, children are challenged appropriately and their individual needs and development is very well supported.
- The children are very confident and use their language skills very well. They

are very enthusiastic to learn and become very interested and involved in their activities, asking many questions. They select resources freely and make their own choices. They are very happy and settled within the environment and have very good relationships with others.

- Staff have a positive approach to managing children's behaviour, they provide a good role model, which results in children behaving very well, sharing, taking turns and play co-operatively with others.
- Very good partnerships with parents is established through the good communication with staff. The sharing of information and access to good documentation throughout the nursery enables parents to be fully aware of the service offered.
- The good organisation and teamwork between staff ensure routines and consistent ways of working provides a welcoming and stimulating learning environment for the children, where they are very happy and settled.

What needs to be improved?

- the further development of newly introduced children's profiles and planning systems to monitor their effectiveness to ensure they clearly demonstrate children's progress through the stepping stones.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The nursery has implemented their action plan very well. The planning system has made significant improvements. Staff now record the objective of each daily activity and these show what they want the children to learn. These objectives are linked to the stepping stones and early learning goals. They have tried a number of ways to identify a cross referencing system that demonstrates how the plans effectively cover the stepping stones. This they are still developing, to find a system that they feel comfortable using and that effectively covers their intentions. Good improvements have been made in regard to the quality of teaching. Staff have attended a number of training courses to extend their knowledge of the foundation stage and this knowledge they implement well into the setting. Through the training they have developed well their questioning skills and now effectively challenge all the children through good interaction and involvement in the children's play. Opportunities for children to become more aware of the way text and words work when using books has been developed well. Children have regular access to books and through handling them they are becoming familiar with text. Staff regularly read stories to the children and they have extended their resources and purchased a number of large books. These they use well to allow children to follow the text during stories. The setting has also introduced text and print in other formats within the nursery, for example, labelling, name cards and signs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very interested, enthusiastic learners and they become very involved in their play. They have very good relationships with others and their behaviour is very good. They play well with other children and show a great deal of respect and concerns for them. Their independence skills are good and they freely select resources and make their own choices. They are very confident children, they are very happy and settled within their environment, which enables them to learn with enjoyment.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children are very confident speakers and use their language skills well during imaginative play and to hold conversations with others. They concentrate well and their listening skills are good. They thoroughly enjoy activities that develop their pre-writing skills, younger children make marks and older children write their names and some write simple words. Pre-reading skills are good, they enjoy books, most children know the alphabet, sounding letters and others can read simple words.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's counting skills are very good, they count confidently and recognise many numerals. Older children use their skills to solve simple problems, for example, "I need one more to make five". Their use of mathematical language during play is good, for example, big, little and full. The children enjoy activities that involve shapes such as jigsaws and construction items. They create and make patterns and are able to sort and group objects in many ways, for example, size and colour.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children are very curious learners, asking many questions during play and they explore their environment and objects enthusiastically. They are very confident in using the computer. Children talk about past and present experiences and have a good awareness of their own culture and that of others. Occasionally visitors attend the nursery to extend their knowledge of others. Their awareness of the natural world is fostered well through activities such as planting and talking about the weather.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with skill and confidence, they are able to negotiate climbing apparatus well and can manoeuvre bikes and prams around obstacles with skill. They have a good awareness of space and negotiate this well during play. Children's understanding of their personal needs is very good for example, personal hygiene. Older children are aware of some changes to their bodies, "I need to take my jumper off, I am hot". They handle a good range of small and large equipment with skill and control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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They use their imagination very well to express themselves through role play. They explore a very good range of textures and shape, both two and three dimensional. They enthusiastically join in songs and rhymes and enjoy exploring musical instruments and move to music with pleasure. They are able to express and communicate their ideas very well using their senses, for example, during the pond life play, children expressed their likes and dislikes to the mini beasts and textures within the pond.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- continue to develop and monitor the newly introduced profiles and planning systems to ensure that they clearly demonstrate how plans and children progress is linked to the stepping stones.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.