

# Fairfields Private Day Nursery

Inspection report for early years provision

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**Unique reference number** 316757  
**Inspection date** 07/02/2011  
**Inspector** Janet Singleton

**Setting address** In the Grounds of Fairfield General Hospital, Broad Oak  
Terrace, Rochdale Old Road, Bury, Lancashire, BL9 7TD  
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**Type of setting** Childcare on non-domestic premises

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## 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.

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## Description of the setting

Fairfield Nursery is owned by Creche-N-Co and was registered in 1995. It operates from a single storey premises in the grounds of Fairfield hospital, Bury, Lancashire. The nursery serves the local area. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

Fairfield nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 68 children may attend the nursery at any one time. There are currently 50 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eight years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 16 members of child care staff. Of these, 16 hold appropriate early years qualifications at Level 2 or at Level 3 or above. Two staff who are presently level 2 are undertaking training to a level 3. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners support children in making good progress towards the early learning goals. They effectively use the planning and observations to support children in their learning given their age and starting points. Practitioners have established good relationships with parents and other agencies to meet individual needs of children. Mostly good organisation of the required policies and procedures to maintain a safe and secure setting are in place. The learning environment is fully inclusive, safe and secure, positively promoting children's independence. The effective procedures for self-evaluation and improvement of the provision means a clear understanding of the strengths and weaknesses is obtained.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure the record of the risk assessment includes the date of review and is undertaken at least once per year or more frequently where the need arises. (Suitable Premises, environment and equipment)

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

- ensure consistency amongst practitioners to ensure they promote children's personal hygiene, in regard to wiping children's noses
- develop further the observation and assessment system to ensure practitioners are consistent in identifying children's next steps in their learning.

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

The arrangements for safeguarding are good as practitioners have a secure knowledge of protecting children. They are clear in their responsibilities with detailed supporting documents in place regarding the procedures they would follow should they have a concern. The robust recruitment, vetting and induction procedures contribute significantly to keeping children safe, for example, all staff undertake a Criminal Record Bureau check to ensure their suitability. The lovely and welcoming premises are safe and secure with daily checks and risk assessments in place. However, the risk assessment does not include the date for review and as a consequence it is unclear if they have been reviewed within the previous year. This is a legal requirement. The policies and procedures are effectively organised to ensure the safe and efficient management of the setting. The key worker has built good relationships with the children in the key group. They use their knowledge of the Early Years Foundation Stage to progress children across all six areas of learning. However, the identification of the learning priorities of children is not consistent across all observations and assessments in identifying the next steps in their development.

The nursery is committed to improving outcomes for all children. The self-evaluation is completed and plans for future development are in place. Some of the actions to improve outcomes for children have been implemented, for example, the outdoor area and the purchasing of the information and communication technology equipment. Resources are effectively deployed and all children have an equal opportunity to access the quality toys and to make choices. Children take part in celebrating their own and the festivals of others. They play and mix in a social diverse nursery and use resources which promote the understanding of the difference and similarities of people.

The nursery has developed good relationships with parents through the sharing of quality information. Parents and carers have access to their child's observations and assessment folder and are invited to comment and be involved in their child's learning. Daily communication books inform them of their child's daily routine and habits. Parents are asked for their views following the completion of a parental questionnaire. Partnerships with others are good as the nursery liaises effectively with other agencies to support children's learning and development. Meetings are held with external agencies in order to ensure progression and continuity of children's care and learning.

## **The quality and standards of the early years provision and outcomes for children**

Practitioners good knowledge of the Early Years Foundation Stage means that effective planning is in place to meet the individual needs of the children. Through sensitive observation and identification of the children's next steps in their development, means they successfully support them in making good progress towards the early learning goals. However, these are not consistently identified as practitioners sometimes build on the activity children are interested in.

A good balance between child-initiated and adult-led activities allows children to use their imagination, for example, in the junk modelling and role play. Children respond to the wide range of activities as the younger children go out to play. They kick balls, push prams and run freely in the safe and secure outdoor area developing their physical skills. Older children glue and stick to make models. They build a balancing beam and walk along it adding further bricks to make it more challenging. They are excited and motivated as they plan, negotiate and act out their play. They are engaged as they talk about what they are doing as they use their imagination to mend the imaginary broken bench. They work together and use language to organise their thoughts. The babies paint freely as they hold the paint brush and watch in amazement as marks appear on the page. They touch, feel and explore the mark making experience showing through body language their enjoyment.

Practitioners support children effectively, they encourage them and work with them as they praise them during their play. They join in with the activities children initiate as they make tea or build towers with the construction materials. Children are confident, they ask meaningful questions such as who, why and what, as they show their curiosity. They are excited as they play together in more boisterous play or sit quietly to read books and join in with the storyline. Children delight in playing and learning in their individual rooms. The safe and well planned environment means they access the areas for continuous play provision providing an inclusive environment.

Children's personal needs are attended to as they sleep and eat according to their individual bodily rhythms. They learn about the wider world and diversity as they talk about the similarities and the differences of people, celebrate festivals and use resources which promote their understanding. By exploring and learning how to use programmable toys and the computers they develop their skills for the future.

By engaging in everyday activities, for example, hand washing, children learn about good health practices. However, on occasions practitioners do not consistently help children with their personal needs, for example, wiping younger children's noses. Children enjoy healthy snacks and through discussions learn about healthy choices. The practitioners good use of praise and involvement in their play develops their sense of self-worth and esteem, and as a consequence,

children are learning and developing in a positive and beneficial environment.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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