

Fearnley Private Day Nursery

Inspection report for early years provision

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Inspection date	09/06/2011
Inspector	Abigail Cunningham
Setting address	1 Belmont Avenue, Low Moor, Bradford, West Yorkshire, BD12 0PD
Telephone number	01274/691443
Email	
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

Fearnley Private Day Nursery is privately owned and was registered in 1996. It operates from three rooms, over two floors, within converted shop premises, in the Low Moor area of Bradford. The nursery serves the local and surrounding areas. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. Children are able to attend for a variety of sessions. A maximum of 43 children may attend the nursery at any one time. There are currently 71 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three and four-year-olds.

The nursery employs 10 members of child care staff. Of these, three hold appropriate early years qualifications at Level 2 and seven at Level 3 or above. The nursery has completed a quality assurance scheme and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Self-evaluation is effective and the management team are able to demonstrate how they have made significant improvements to the provision. The nursery is committed to working in partnership with parents and is beginning to build links with other childcare providers. They are working particularly well, to ensure all children are included and their individual needs are met. As a result, children make good progress towards the early learning goals and enjoy practising their communication, language, literacy, numeracy and technology skills.

What steps need to be taken to improve provision further?

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

- continue to develop partnerships with other childcare providers
- encourage parents to add their comments and observations to their child's development record.

The effectiveness of leadership and management of the early years provision

Positive steps are taken to safeguard children, as all the required checks have been carried out on staff. The safeguarding officer keeps up to date with safeguarding issues, through regularly updating her training and reading relevant information on the Bradford safeguarding website. Effective procedures are in place for identifying any child at risk of harm, recording concerns, seeking advice

or making a referral. Supervision of children is good and the system to manage access to the premises is effective, as unauthorised persons cannot gain entry and visitors are recorded.

The staff team are very friendly, helpful, motivated and committed to improvement. They are fully involved in planning, evaluating and developing practise, for example, through staff meetings. The management team have demonstrated the capacity to appropriately tackle any identified areas of weakness, such as updating the safeguarding procedure and increasing opportunities for children to develop their independence skills. There are clear improvement plans in place and these are devised after the views of the staff team have been sought. For instance, waterproof play suites and outdoor boots have been obtained so that the children can play out in all weather. Free-flow curtains have been installed to one of the exterior doors, so that the two to three-year-olds can easily access the outdoor play area.

The setting has started to communicate with other childcare providers who also support children who attend the nursery. For instance, they send a letter out to introduce themselves and a communication book to travel between the two settings. However, these links are not fully established as they have not made direct contact with all of the other settings.

The children's parents are fully informed about the service provided. For instance, the policies and procedures file is clearly labelled and situated in the nursery entrance. The premises are very welcoming, inviting and well maintained. Walls display the children's art work, the daily menu, activity planning, staff qualification certificates and information about the Early years Foundation Stage. Parents also receive regular information via newsletters, daily information sheets and feedback from staff. However, parents are not currently adding their comments or observations to their child's development record. Feedback from parents is positive and numerous thank you cards can be viewed in the nursery entrance.

Parents are encouraged to be involved in their child's learning. For example, they bring in items from home for their child to share during 'circle time', such as shells or a favourite book. The children and parents also take either 'Murphy' or 'Barney Bear' home for the weekend or holidays and provide the nursery with photographs and information about their adventures. The nursery also involves parents and children in various fundraising events, such as 'Red Nose Day'.

Children are developing a positive attitude to others. They have access to good selection of resources which reflect positive images. For example, dolls, books and posters. They also learn about interesting events, such as Christmas, Chinese New Year and Diwali. Children have regular opportunities to go out into the local community. For instance, babies are taken out for walks in pushchairs and sponsored sports events take place on a local field.

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

The environment in which children are cared for and educated is safe and supportive. Children are taught to be safety conscious without being fearful. They show a strong understanding of how to keep themselves safe; they regularly practise fire drills, freely explore their surroundings and ask staff for help to use challenging equipment, such as the stepping stones.

Children of all ages love playing in the well equipped outside play area. They create dens using the log forest poles and look at books and listen to stories inside the hang out hut. Children also have great fun using the balancing beams, bridge, wheeled vehicles and sand pit. As a result, children are developing a positive attitude to exercise and being healthy.

Meals, such as salmon fish cakes, new potatoes, green beans and white sauce are offered to the children. The children have good appetites and enjoy their food very much. For instance, one child commented, 'I like green beans'. The children successfully develop their self-help skills, as they enjoy helping themselves to more lunch and sharing the healthy snacks out. Planned activities such as growing, harvesting and tasting vegetables introduces children to healthy ingredients. Children adopt healthy habits, as children independently manage hygiene routines.

Activity planning reflects the children's needs, interests and themes, such as spring. The system for assessing and recording the children's development accurately identifies the children's achievements and progress. Monitoring systems have been implemented, as individual tracking systems are regularly updated for each child. These processes are used to help the staff identify the next steps and any gaps in the child's learning. Therefore, staff are able to demonstrate how the children are making good progress in their learning and development.

The children are creative and engage in a good range of activities requiring hand-eye coordination, such as using dough tools, chalks, glue sticks and paintbrushes. The children have a positive approach to learning and enjoy finding out about the natural world, for instance the lifecycle of frogs. As a result, the children are confidently using new words, such as frog, pond, eggs, frogspawn and tadpole. They have also observed and recorded how a sunflower seed grows and changes.

Children enjoy joining in with number songs and rhymes, such as 'five little speckled frogs'. More-able children confidently name numbers and letters. They can also link sounds to letters and are attempting to write their own name. Young children name colours and use sign language in play. They are also very interested in technology and know how to operate the touch screen monitor.

The staff are very positive role models. They lead by example and give the children lots of positive praise and encouragement. As a result, the children are very well behaved. They play well on their own and in harmony with other children from different backgrounds and cultures. Young children use good manners without being prompted, for example, one child politely asked, 'please can I get past'.

Effective steps are taken to ensure resources and the environment is sustainable.
As recycled materials are used in various art and craft projects.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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 voluntary part of the Childcare Register are:

Met