

# Fisherfield Farm Children's Day Nursery

Inspection report for early years provision

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| <b>Unique reference number</b> | 316454  |
| <b>Inspection date</b>         | 06/12/2011  |
| <b>Inspector</b>               | Kay Armstrong   |
| <b>Setting address</b>         | Fisherfield Farm, Hargate Avenue, Rochdale, Lancashire,<br>OL12 6BT |
| <b>Telephone number</b>        | 01706 655 000   |
| <b>Email</b>                   |   |
| <b>Type of setting</b>         | Childcare - Non-Domestic  |

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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

Fisherfield Farm Children's Day Nursery is one of eight privately owned provisions run by Fisherfield Farm Nursery Group Limited. The provision has been registered since 1996 and operates from a two storey purpose built building in the Norden area of Rochdale. The provision is open Monday to Friday from 7.30am to 6pm, all year except for bank holidays and a week at Christmas. Children attend from a wide catchment area, as well as within the locality. The children have access to all the rooms on the ground floor and secure outdoor play areas.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 45 children aged under eight years may attend the provision at any one time. There are currently 59 children on roll, all of whom are under eight years and 15 children receive funding for free early years education.

There are 14 members of staff who care for the children. Of whom one has an early years qualification to level 4. There are nine staff who have level 3 qualifications with two of these working towards gaining a foundation degree. A further two members of staff have level 2 qualifications with one staff member working towards gaining a level 2. The provision receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this nurturing and inclusive environment. They make good progress in their learning and development, as they engage in a wide range of enjoyable activities. Most areas of the Early Years Foundation Stage Framework are implemented effectively and children's safety is generally well promoted. Effective systems are in place to monitor and evaluate the provision and key areas for further development are recognised and targeted to enhance the outcomes for children. This demonstrates a strong capacity for continuous improvement.

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

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

- extend the opportunities for the older more able children to develop their physical skills and to challenge themselves when climbing and balancing
- review procedures to ensure all fire exits are kept clear at all times and all potential hazards are minimised promptly, particularly in relation to a trailing electrical wire, which poses a risk to some children's safety
- develop children's ability to recognise the importance of consistent hygiene practices, for example, routine hand washing after nappy changes and wiping their noses, in order to minimise cross-infection.

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

Children are effectively safeguarded within the provision because staff have a good understanding of the child protection procedures. These are fully inline with the Local Safeguarding Children Board guidance and help to protect children from harm and neglect. Comprehensive recruitment and vetting procedures ensure that all staff are checked through the Criminal Records Bureau further enhancing children's safety. Risk assessments are in place and checks of the play areas on a daily basis ensure children play in a generally safe environment. However, procedures are not always sufficiently robust to ensure that all potential hazards are remedied promptly. All records and documentation required for the safe and efficient management of the provision are in place and maintained to a high standard.

The provision successfully provides an inclusive service for both children and their families. Staff know the children well and relevant information is sought prior to admission, helping staff to recognise the uniqueness of each child. As a result, children are secure and settled. Equality and diversity is effectively fostered through a good range of activities and resources, which promotes children's understanding of the world in which they live. Children benefit as excellent partnerships with parents and carers have been established. Communication with parents and carers is effectively maintained verbally at the beginning and end of each day. Newsletters are issued regularly, further enhancing the partnership with parents and carers. A wealth of good information is clearly displayed and includes planning, menus and information on the Early Years Foundation Stage. This contributes significantly to children's care, well-being, learning and inclusion. Systems are in place to enhance the two-way flow of information between all other early years providers, to promote the continuity of care and learning for children.

The leadership and management of the provision is effective. The staff team work very well together. Areas for improvement are targeted to enhance children's learning and overall well-being. The recommendations from the previous inspection have been successfully implemented. Linked with ongoing staff training and development, this demonstrates a good commitment to continuous improvement.

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

Staff have a good understanding of the Early Years Foundation Stage and how children learn. They make sensitive observations of children's progress and enhance their learning through planning at a very individual level. As a result, children make good progress towards the early learning goals. Through-out the provision children explore a wide range stimulating activities, which capture their imagination and interests. Staff move in and out of play effectively to support and

challenge children in their learning. Consequently, children are confident and eager to participate in activities.

Communication skills are well fostered through out the provision. As staff listen carefully to what children are saying and respond to them in a positive manner. This ensures they feel what they say is important to the staff and they feel valued. All children are beginning to understand that print carries meaning, as they handle books carefully, listen to stories and make marks with a purpose using a variety of resources. Some older children are confidently linking letters to sounds and are able to form recognisable letters. Children complete jigsaw puzzles and create wonderful models from construction materials. They count and learn about weight and capacity, as they play in the sand, which promotes their mathematical awareness. Staff effectively support children's problem solving skills as they ask questions, which help children to think and reason. Children access a range of replica electrical equipment, have opportunities to use the computer and play with programmable toys. They express themselves creatively, as they explore musical instruments, creative materials, dress-up and play imaginatively with small world resources. For example, children act out the nativity story and sing Christmas songs with gusto. They gain great enjoyment, as they work together harmoniously to decorate a Christmas tree with copious amounts of tinsel and baubles and are very proud of their achievements. The activities and opportunities offered, staff interaction and commitment clearly supports the good development of children's skills for the future.

Babies investigate their environment with pleasure and determination. They are given lots of choice, as staff ensure resources are easily accessible. They are able to access toys, which are interactive and have pulsating lights. Babies are well nurtured as the key-person system ensures they are cared for by familiar adults. Comfort and reassurance is plentiful as babies are cuddled. As a result, they are happy and well settled.

Children's health and well-being is actively promoted through the sickness policy, cleaning routines and good access to drinks to maintain hydration. In addition, children enjoy nutritious meals and snacks, which support their understanding of healthy choices well. However, children's ability to recognise the importance of consistent hygiene practices, for example, routine hand-washing after nappy changes and wiping their noses, in order to minimise cross-infection is less well developed. Meal times provide opportunities for the older and more able children to develop their self-help skills, as they help to set the table and serve their own meals. Fresh air and exercise play a large part in the children's day. They have fun and develop skills in coordination, as they play outdoors, riding bikes and kicking balls. They giggle and shout as they jump and splash in puddles. However, there are few opportunities for the older children to really challenge themselves on large climbing and balancing equipment.

Children are supported to behave in ways that are safe for themselves and others. Their behaviour is exemplary, as they play together harmoniously and take turns fairly and support each other particularly when using the computer. All children display a strong sense of belonging and security and have excellent relationships with the staff and their peers. They have a good sense of safety and they

understand the group rules, as staff give clear explanations of the possible consequences. They receive good quality support and care from staff and positive relationships enable children to feel secure and safe in their 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

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| <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

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|--|---|
| <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                                | 1 |

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

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|--|---|
| 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

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|--|---|
| <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        | 1 |
| 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