

Fairfield Private Day Nursery

Inspection report for early years provision

Unique reference number 501156
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Inspector Catherine Curl

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Type of setting 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Private Day Nursery is one of two nurseries owned by Cheshire Care Limited. It opened in 2001 and operates from a converted detached property in Leigh, serving the local and wider community. A separate building to the rear of the premises is used to care for young babies.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 84 children under eight years of age may attend the nursery at any one time, all of whom may be in the early years age range. There are currently 104 children on roll in the early years age range. The nursery offers free early education places for two-, three- and four-year-olds. The nursery has a number of children with special educational needs and/or disabilities and children speak English as an additional language.

The nursery is open Monday to Friday, 7.30am to 6pm throughout the year, except for Christmas week and Bank Holidays. Children have access to two outdoor play areas. The nursery employs 25 members of staff, of whom 21 work directly with the children. All staff hold appropriate early years qualifications to at least level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting provides a welcoming, safe and happy environment for children where they are valued and respected. Children's welfare and learning are satisfactorily promoted overall and they make steady progress given their age, ability and starting points. Staff show a good understanding of their responsibilities in relation to safeguarding and keeping children safe. Partnerships with parents are supportive, enabling the provision to meet children's individual needs. The management are aware of the importance of self-evaluation, which identifies most strengths, demonstrating their commitment to improving the quality of the provision for all children.

What steps need to be taken to improve provision further?

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

- lead a collaborative learning culture providing time and space for knowledge sharing and support for continuous professional development for all staff
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion with all staff to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

There are comprehensive policies and procedures in place in relation to safeguarding, which are subject to regular reviews. The manager is responsible for safeguarding. Children are kept safe at the nursery because the staff are vigilant and supervise children well. The nursery follows robust recruitment procedures, which includes vetting staff, to ensure their suitability to work with children. There are comprehensive risk assessments in place, which identify and manage potential hazards so that children can move around the nursery freely and in safety.

Overall, staff are knowledgeable about the Early Years Foundation Stage and use this to support children in their learning. However, the absence of a number of key staff revealed an inconsistency in the delivery of activities and interactions with children across and within some rooms. This means that some children's learning and development is promoted less well. The environment is organised appropriately. Children have the choice of what and who they wish to play with. Clearly identified resources enable children to independently access toys and books. This means that children are supported to make steady progress in their development.

Staff understand the benefits of working in partnership with parents and carers. Parents are asked about their child's likes, dislikes and any additional support needs when they start at the setting. Information about children's welfare is shared verbally and in writing at beginning and end of day. This means that parents can become involved in their child's learning and each child is supported in making progress towards the early learning goals. Appropriate relationships with other providers and professionals involved with the children are established and contribute to supporting children's welfare and learning.

The management have a commitment to improve outcomes for all children. They identify some strengths and areas for improvement appropriately. Most recommendations from the last inspection have been met. However, the quality of the records of children's learning and development is inconsistent across the nursery, which means that not all children's progress is accurately recorded. This had been recognised and a change to the planning system is in its infancy.

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

Children are familiar and secure in the nursery's routines because staff meet their needs. Children develop golden rules with staff support and these are displayed around the environment as a reminder. This helps them to understand why rules exist and to behave in ways that are safe. Children's emotional well-being is supported as their welfare needs are met and they have close relationships with a key person. Staff encourage children to play alongside each other and develop friendships which develops a positive sense of self. Children are provided with opportunities to be active and spaces to relax and rest. For example, comfortable

book areas with cushions and soft toys and small dens.

Children's understanding about healthy lifestyles and hygiene is promoted when staff encourage hand washing before eating, after toileting and messy play activities. The environment supports children's independence. For example, they can access low-level sinks and use an individual paper towel, which reduces the risk of cross contamination. They independently get their drinks, which ensure they are hydrated and aids concentration. Daily opportunities for fresh air encourage children to enjoy an active lifestyle. The nursery is participating in a tooth brushing scheme. Children recognise their own brush with their name on and use it at least half an hour after finishing eating. The staff talk to children, explaining how much toothpaste to use. Children talk about caring for their teeth so 'they don't fall out'.

Children's communication skills are promoted through rhymes and songs. For example, '10 little monkeys' and 'Old Mc Donald's farm'. The use of puppets at rhyme time helps children to focus on sounds and patterns in words and to link sounds and letters. For example, there are rhyme bags about snails, a crocodile and a wizard. Mark making opportunities across the nursery promote writing sufficiently. For example, flour encourages babies to use their hands to explore and feel. Older children use water and paint brushes outdoors. Snack and meal times promote children's numeracy skills. For example, talking about more or less, experiencing reducing quantities, and sorting and counting bears, helps develop counting skills. Children are developing their skills for the future through a range of information and communication technology. For example, babies learn about cause and effect by playing with toys, such as the pop up farm. Older children have equipment, for example telephones, binoculars, torches and a computer.

Children are enjoying their learning. They have the choice of what and who they wish to play with through continuous provision. Children take responsibility in the nursery. For example they tidy up and help to prepare the room for meals. The nursery celebrates a range of festivals that are relevant to the children and represent the local community. This appropriately develops their understanding of differences and promotes positive attitudes to diversity. For example, Diwali, Chinese New Year, Harvest Festival, Easter and Christmas.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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