

Fisherfield Farm Nursery Ltd

Inspection report for early years provision

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503593

Inspection date

22/11/2011

Inspector

Ros Vahey

Setting address

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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).

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 Nursery Ltd is owned by Fisherfield Farm Nursery Group. It was registered in 2001 and operates from premises in Zen Internet, Sandbrook Park in Rochdale. The nursery serves the local area, as well as providing a service for employees in the building. It has strong links with local services including the local children's centres. There is a fully enclosed area for outdoor play.

The nursery opens Monday to Friday all year round except for the bank holidays and one week over the Christmas period. Sessions are from 7.30am to 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is registered to care for a maximum of 55 children at any one time in the early years age range. There are currently 68 children on roll who are within the early years age range. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 20 members of staff, of whom 13 have qualifications at level 3 and the manager has a qualification at level 6.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

A well-developed knowledge of each child's needs, in excellent partnership with parents and other agencies, ensure that staff successfully promote children's learning and development. Excellent systems are in place to support children's welfare and most policies are effectively shared with parents. Children are well-settled, safe and secure and thoroughly enjoy their learning in this inclusive environment. They are supported by a dedicated staff team and access an excellent range of toys and resources. Consequently, children make excellent progress, given their age, ability and starting points. Senior staff are committed to improving the provision for the children. Systems to evaluate the nursery are secure, using the Ofsted form as the basis for this. Consequently, staff are making continuous improvements and further enhancing the excellent outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improve the two-way flow of information by ensuring that the medication policy specifically informs parents of non-prescribed medication that the

nursery would administer (Safeguarding and promoting children's welfare).

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the nursery because the staff have a thorough knowledge of local safeguarding procedures. They are well informed about child protection and have the appropriate contact details available should they be concerned about a child in their care. All staff are suitably vetted, and children are kept extremely safe because staff are vigilant and supervise the children well. They regularly review and update risk assessments for each room, which cover all areas including the outdoors and regular trips. This means all children are well protected when using equipment such as the climbing frame. Children are also further protected because the staff keep meticulous records, including accident and attendance records.

Staff are confident and knowledgeable about the Early Years Foundation Stage and use it exceptionally well to support children in their learning. The environment is well organised; there is a wide range of exciting resources for children to choose from, including imaginative resources and natural objects to feel and experience. Children are able to choose what they would like to play and can access most resources for themselves, such as books and creative resources. As a result, they are developing high levels of independence, which contributes to their excellent progress.

Staff are very aware of their strengths and weaknesses. They continually look for ways to improve the nursery environment for the children and set ambitious and appropriate targets. Each room has a developmental plan, which is reviewed and updated regularly and contributes to the overall self-evaluation process. Staff have addressed previous recommendations promptly and effectively. For example, improved observation and assessment systems have been developed with clear next steps for learning so that staff can further improve the outcomes for children.

All staff form excellent relationships with parents and carers. They obtain useful information about each child, such as what they can do themselves, as well as each child's dietary and personal care needs. Consequently, parents' wishes and children's individual needs are given high priority. Staff and parents share vital information about their child's starting points and progress. As a result, parents are significantly involved in their child's learning and each child is thoroughly supported in making progress towards the early learning goals. Parents are provided with a detailed range of policies, which keeps them abreast of the care provided within the nursery setting, although the medication policy lacks detail about the administration of non-prescription medicines.

Parents and children contribute to improvements in the nursery. For example, children asked for a table outdoors for table-top activities, which staff have made available. Successful relationships with other provisions and professionals involved with the children are well established and contribute significantly to supporting children's welfare and learning. The nursery places a high priority on community

engagement. Staff offer sensitive and caring support to children who have special educational needs and/or disabilities, and they endeavour to support each child in reaching their full potential. Children are learning to develop positive attitudes towards themselves and others because the staff challenge any discriminatory comments and teach them about other cultures and beliefs using considerable resources. The promotion of equality of opportunity is very strong, with numerous displays, posters, toys and resources which effectively help children to learn about and understand the society in which they live.

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

Children are extremely happy in the nursery; they display enthusiasm and actively engage in a variety of play and learning opportunities. They are extremely familiar with and secure in the nursery routine because the key workers offer excellent support and strive to meet their individual needs. Children are able to move freely and safely around the nursery because the staff ensure their environment is safe through daily health and safety checks. For example, they are well aware of where they can go in the nursery, that they need adult support to go outside, and they know how to use the toys and other resources safely. Children's good health is effectively promoted and given high priority. Children readily wash their hands before a snack, often without prompting, because good hygiene practices are consistently re-enforced. Children learn about making healthy food choices because they are offered healthy options, such as fruit and vegetables. Children benefit from fresh air every day, which contributes further to their good health. They are developing successful physical skills in walking and running because they make use of a variety of resources. For example, children refine their physical skills as they use a variety of resources, such as the climbing frame and other equipment, which test and challenge their skills.

Children are making excellent progress towards the early learning goals because the staff plan activities as a team; these are centred on children's individual interests and needs. They regularly observe what children can do and record their progress. As a result, they are fully aware of children's next steps in their learning and development. Children are developing confident language skills because the nursery implements innovative support programmes which improve specific skills, such as listening, and this works successfully for many children that need more support. The development of communication, language and literacy is a particular strength of the nursery. Children of all ages enjoy looking at books, turning the pages to find their favourite picture and talking about what they see. They learn about letter and the sounds that letters make. They also share and create their own books about the world around them. The children have stimulating opportunities to try out their early writing and drawing skills. For example, they competently make lines and circles with the chunky chinks from a very young age, and begin to ascribe meanings to their marks. They can count ably up to 10 and skilfully recognise shapes, for example in the jigsaw puzzles. Staff promote children's knowledge and understanding of the world through a variety of activities, such as baking activities, and play with small-world figures. Children are

also gaining effective skills in using technology by using a variety of games and programs on the computer and other electronic toys. Consequently, children are able to perform simple functions, which fully support them in developing effective skills for the future.

Children behave extremely well in the nursery. This is because staff, who are excellent role models, offer clear expectations and consistently use praise, kindness and rewards. As a result, children develop high levels of self-esteem and respect for others. The nursery is fully inclusive and provides well for children with a range of additional needs. Staff evaluate the performance of under-represented groups, enabling them to focus on closing the attainment gap. This is strongly supported by effective partnership with other agencies and services supporting local families.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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