

# Fisherfield Farm Nursery Ltd

Inspection report for early years provision

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**Inspection date** 28/11/2011  
**Inspector** Angela Rowley

**Setting address** 34 Bagslate Moor Road, Norden, Rochdale, Lancashire,  
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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*.

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## Description of the setting

Fisherfield Farm Nursery Limited, Bagslate Moor Road, is one of eight provisions run by Fisherfield Farm Limited. It opened in 2001 and runs from three rooms in a converted bungalow in Bamford, Rochdale. All children have access to a secure enclosed outdoor play area. It is open each weekday from 7.30am until 6pm for 51 weeks of the year, excluding bank holidays.

The nursery is registered with Ofsted on the Early Years Register. A maximum of 49 children may attend the nursery at any one time. There are currently 56 children aged from three months to five years on roll. Children come from a wide catchment area as well as within the locality. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 14 members of staff. Of these, 12 hold appropriate early years qualifications to a minimum level 2 and some staff are qualified at level 3, level 4 and level 5. Two staff members are working toward a recognised qualification and five qualified staff members are working to higher qualifications, including two working towards an early years degree. The setting provides funded early education for three and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning and welfare needs are mostly well met due to the staff teams well developed knowledge of each child, although there are weaknesses with particular aspects of safeguarding procedures. Children are safe and secure and flourish as they are beginning to learn about the local environment and the world around them. The partnerships with parents, the local school and other agencies, are a key strength and are significant in making sure the needs of all children are well met. Children progress well, given their age, ability and starting points. Regular evaluation by the manager and staff makes sure that priorities for development are continually maintained, resulting in an effective provision that responds to all user needs.

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

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

- ensure staff understand the safeguarding policy and procedure with particular regard to procedure to be followed in the event of an allegation being made against a member of staff. (Safeguarding and promoting children's welfare)

06/05/2012

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

- extend opportunities to ensure that every child receives an enjoyable and challenging experience by organising the outdoor environment, giving children first-hand contact with the natural world.

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

Adults are proficient and suitable to work with children and display a true commitment to promoting their safety. All of the necessary checks are carried out on staff during the recruitment and selection process and are further supported during detailed induction and assessment systems. Children's health, safety and well-being are maintained by the implementation of policies and procedures that are extremely detailed and extensive. Arrangements for safeguarding children are regularly reviewed and some staff have a clear, working knowledge of supporting child protection agreements. The safeguarding policy is in line with the Local Safeguarding Children Board procedures. However, the designated officers' understanding of specific procedures to follow if an allegation is made against a member of staff is not fully in line with the setting's policy. This results in a breach of the associated legal requirement. Risk assessments on the premises and also for outings, ensure that safety is continually monitored. Fire drills are practised regularly, which further enhances children's understanding of what to do should the need to evacuate the premises arise. All of the required records and documentation are in place.

Staff enthusiastically promote equality and diversity in their practice to ensure all children have a good understanding of the way other people live. A well-planned environment includes a good range of resources that are deployed effectively to ensure that all children have continuous free access to them. The passionate staff team work well with parents and outside agencies, to ensure children's individual needs are well met. Right from the start, parent's knowledge of the child is used effectively to plan for children's unique care and learning needs. Parents are kept regularly informed of children's achievements and ways they can contribute to learning at home. Parents provide positive feedback and are complimentary about the care their children receive. Continuity of care for the children is further enhanced, as links with other provisions children attend is well established.

Most of the staff team have an early years qualification and all attend regular relevant training in core skills. A range of development tools are used to promote continuous improvement in the provision. A culture of reflection is established which encourages staff to evaluate what they do and plan for further developments, although planning for improvement is not yet led by a systematic analysis of provision and outcomes. The views of parents are also sought and are responded to. The setting has responded suitably to the recommendations raised at the previous inspection and made some further improvements which have had a positive impact on the provision for children. For example, the provision of an

outdoor canopy which supports children's outdoor play throughout the year. Processes for managing staff performance, with the use of mentors, supervisory systems and planning for continuous professional development are also used effectively in improving outcomes for children.

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

The staff team have a good knowledge of the Early Years Foundation Stage framework. An effective key worker system is in place, which directly impacts on the care of the children. Regular, meaningful observations are carried out spontaneously to ensure children's progress is assessed and recorded appropriately, these are linked to each of the six areas of learning and inform planning. Children are content and well settled in the welcoming, inviting and generally well-planned learning environment. Staff are truly committed in providing care, encouragement and support to the children, which enables them to feel safe and secure and form trusting relationships.

Children are eager to attend and from the moment they arrive, they are excited to explore and take part in the stimulating and fun activities that have been well thought out and planned. Children work extremely well independently using their own initiative and develop skills working alongside their peers. Emphasis is placed on children learning through play, exploration and fun. Adults are deployed well and work within an effective key worker system to make sure a well-planned and efficient system is maintained. This ensures all children are able to participate in activities and as a result, they make good progress in their development and are motivated to learn.

Children show high levels of independence, curiosity and imagination as they freely express themselves. Young babies confidently explore the environment, looking at their reflection in the mirror and using paint on rollers or their hands to create pictures. Children confidently talk as the staff skilfully use puppets during circle time; they discuss various topics, including holidays, flights and animals from different countries. They laugh out loud as they play together and sing along to well-known nursery rhymes. Children boldly communicate with each other as they work out simple problems, such as which buttons to press on the computer and how to use the mouse as they 'paint'. Regular planned topics successfully promote children's knowledge and understanding of different cultures, the local environment and the world around them. Children display a true sense of security and feel safe within the setting. They show a good understanding of what standards of behaviour are expected and maintain these in order to keep themselves and others safe. Children are confident and express their thoughts freely. They enjoy reading books and story time which enables them to join in and become involved. Children show true awareness as they look at and discuss the characters in the story whilst it is read to them. Counting activities and playing with electronic puzzles, computers, magnets and games, productively promotes children's problem solving and reasoning. Taking part in activities that are linked to various cultural festivals encourages children to develop a positive attitude towards

diversity. Children develop a keen interest in nature during their many walks in the local countryside. However, there are few opportunities to explore the natural world in the outside play area all year round. Children eagerly express their creativity as they regularly access a range of materials to create pictures.

All children show a good understanding of the importance of following good personal hygiene routines and healthy eating. Children have regular opportunities to engage in a wide range of physical activities and consequently gain a secure knowledge of how regular exercise impacts on maintaining a healthy lifestyle. All children, including young babies, are provided with healthy and nutritious home-cooked meals with lots of fruit and vegetables. They access fresh drinking water at all times to enable them to stay hydrated throughout the day.

## 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	3
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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