

Fernhurst Court Children's Nursery

Fernhurst Court Childrens Nursery, Jack Walker Way, BLACKBURN, BB2 4JJ

Inspection date	08/10/2012
Previous inspection date	12/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- All practioners have high expectations of all children based on accurate assessment of children's prior skills, knowledge and understanding on entry to the setting.
- Children are happy and motivated to learn through interesting and challenging experiences that meet the needs of all children.
- Children's communication and language skills, their physical, personal and social development are promoted and all children are working comfortably at their expected levels of development.
- The key person system supports engagement with all parents and therefore children feel secure and ensure all children receive the support they need.

It is not yet outstanding because

- The systems for performance management are not consistently applied. Therefore, the effectiveness of a programme of professional development arising from identified staff needs; does not always help staff to improve their knowledge of the Early Years Foundation Stage.
- Improvements to the outdoor area to extend children's learning and provide continuous access to the outdoors has not yet been fully embraced.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children and activities in the baby unit, the toddler area and the pre-school area.
- The inspector spoke with two directors of the nursery. Also two key workers and the manager during their day to day activities with the children.
- The inspector viewed all organisational information, policies and procedures, checked staff suitability, qualifications and personnel files. Other documentation included children's learning journeys and assessment details.
- The inspector met with three parents on the day of inspection and took account of their comments about the quality of the provision.

Inspector

Wendy Fitton

Full Report

Information about the setting

Fernhurst Court Nursery was registered in 2004. It operates from a converted farmhouse in Blackburn. The nursery is owned and managed by a limited company known as Les

Enfants (Ivy St). The nursery serves the local areas. It is accessible to all and there are enclosed areas and woodlands available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 80 children attending 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 14 members of childcare staff. Of these, all staff hold appropriate early years qualifications at levels 3 to 6. The nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop the systems of professional development, staff monitoring and supervision; to enable staff to consistently improve their knowledge and understanding of the Early Years Foundation Stage to evaluate the learning programme
- ensure that improvement plans for the outdoor area continue to develop and therefore provide more opportunities for children to freely access the continuous provision outdoors and extend their knowledge of their environment.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and motivated to learn through the provision of interesting and challenging activities and experiences to meet their individual needs. Staff have a good knowledge and understand how children learn. The planning of the learning environment is linked to the seven areas of learning and through the continuous provision in the indoor area. There is a sharp focus on helping children to acquire communication and language skills, supporting physical, personal, social and emotional development. This is in order to improve their learning from their starting points. This ensures that children are prepared for school and their next stage of learning. For example, babies respond to their key person and love to snuggle up and feel secure and safe. They develop their language and communication skills as they repeat simple words and point to objects they are familiar

with. Babies enjoy looking at books and can turn the pages, pointing at pictures and familiar objects and using their own voices. Babies respond to actions and experiment with their fingers to pretend it's raining. They feel secure as they are positively praised and encouraged during their play. Babies learn about their outdoor environment and enjoy trips to feed the ducks. They express themselves through music and dancing and show that they are happy and content and are confident to try out new activities. Babies explore the environment and can move freely and safely to select toys and seek out adults for support. Babies access toys and equipment to develop their knowledge of technology, they press buttons, twist knobs and discover how toys make sounds and are activated.

Children develop their literacy skills and learn about the world around them. They talk about the days of the week, the weather and begin to recognise the letter at the beginning of their name. Children access books on a daily basis and delight in reading with adults, looking at pictures and repeating familiar sounds and words. They respond to phonics and develop their knowledge of letters and sounds during their circle time sessions. Children make their own decisions about where they want to play and self select their equipment and toys and become independent. They learn about numbers as they count the animals in the farm and begin to count on their fingers, and build towers with the stacking cups. Children develop their language and communication as staff ask open questions and encourage children to learn new words and discover different concepts. Children learn to share and take turns and are reminded during their play about their behaviour and being kind to each other.

Teaching is effective and assessment procedures are focused and comprehensive. Staff plan the learning programme from the information gathered from parents at induction. Each child is assigned a key worker to be responsible for their development, routine care practices and liaison with parents. Every child has an individual profile and learning journal with all about me information gathered from parents. Staff have a detailed knowledge of every child's current and future needs. They plan together and discuss evaluations. Staff allow children to plan and lead their own play and activities to develop their imagination and creativity. Children play cooperatively and develop social independence and physical skills. Staff talk through and give hints and ideas to them, to encourage them to think for themselves. All children on roll are involved and engaged with every aspect of the nursery and children include each other in their games. They help and support and remind each other about safety rules and social and behavioural boundaries.

Effective partnerships between parents, local schools and other professionals are evident and staff send out newsletters, plan visits and meetings and provide early years profiles. This ensures that all children are fully supported and no child is disadvantaged. It also ensures that any gaps in children's progress are reduced. There are strategies in place to engage all parents in the learning programme. Parents' comments are evaluated and staff involve them in children's learning journals. Staff encourage parents to make comments about observations and assessments and how to support their children in activities at home. As a result of effective partnerships with parents, children's learning and progression is enhanced as they feel secure in the positive relationships they have formed. Parents state they feel really comfortable and secure in leaving their children and that they have had the best start. Parents' comments include information about how well staff inform them about their children's routines, care practices and the learning programme.

Parents are confident who to speak to if they have a concern and feel able to approach staff and managers. They speak positively of some key features of the nursery stating that it is 'friendly' and 'informal' and how they would strongly recommend it to other parents and friends.

The contribution of the early years provision to the well-being of children

Children manage risks and understand how to keep themselves safe and healthy in the stimulating environment that promotes their learning and challenge. Staff are skilled and sensitive and support children to form strong secure emotional attachments and provide a strong base for their personal, social and emotional development. For example, they dress and undress during role-play dressing up and tend to their own bathroom needs. They understand the importance of sharing and taking turns and the way to behave when playing together as a group. Children follow a routine and help with tidying up toys and become confident in their environment to carry out a task freely and safely within boundaries.

Children's good health and self-care is promoted through using the bathroom independently and hand washing before and after foods. Key workers follow good routines for personal care needs and ensure that children's physical well-being is promoted. Children are fully aware of the importance of healthy food, fresh air and exercise in order to sustain energy and to grow and develop. They feel secure and are warmly welcomed and supported by staff. Due to effective teaching children are aware of the dangers in their environment and how to be careful when using stairs, closing gates and generally keeping themselves safe. Daily routines, such as access to tissues, wipes and bathroom facilities are securely embedded. Meal times are a positive social occasion where children are provided with home cooked foods and healthy snacks. Children recognise their own needs for example, when to use the toilet and understand the importance of regular drinks and exercise in promoting their physical development.

Staff are fully committed to quality care, which actively promotes the children's knowledge and understanding of safety and healthy lifestyles; this develops their skills for the future, enabling them to make a positive contribution. Staff are positive and motivated to effectively safeguard and promote children's understanding of health and safety matters. Children make a positive contribution and enjoy their learning as they are fully prepared for their next stages of development. Staff support children to be confident and self-motivated, to learn about behaviour boundaries, handle risks, use their initiative to solve problems and cooperate with others.

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

Leadership is effective and self-evaluation is detailed. There are ongoing plans to continue to develop the outdoor environment to ensure that there are increased opportunities for the children to access the continuous provision outside. This improves children's

understanding of the world outdoors. Staff and managers have a good knowledge and understanding of how to protect and safeguard all children. For example, there are robust policies and procedures for safeguarding, recruitment and selection and risk assessments. Both director's work jointly with managers and all adults are aware of what to do and who to contact if there are any safeguarding concerns. The safeguarding policy is accessible to parents and they are clear about the procedures to follow if they have any concerns about their child's well-being. The staff respond to any information or observations that may affect children's safety and well-being and notify the relevant safeguarding agencies before making contact with the regulator.

The systems for performance management, staff monitoring and supervision are not always consistently applied. Managers oversee the delivery of the educational programmes to ensure that all children continue to progress in their learning. Staff attend all mandatory training and are given some opportunities to enhance their qualifications. The effectiveness of a planned programme of professional development arising from individual staff needs continues to develop. Managers identify the need for staff to improve their existing knowledge of the Early Years Foundation Stage and have plans in place to address this. Staff fulfil their responsibilities in meeting all requirements and understand management and accountability arrangements. Management continue to identify improvements through self-evaluation in partnership with all staff and parents. There is a good focus on prioritising future developments which increase children's learning of the outdoor world. Children have good support to reach their full potential and are ready for transitions to their next stage of learning. Staff respond to all individual needs and plan challenging and enjoyable experiences.

Children's individual needs are quickly identified through effective links with parents and others who may be involved. Parents are consulted on a daily basis about their child's learning. They receive a daily tracker sheet and a monthly written report on their child's progress. Parents are invited to comment on the assessment details and are involved in the self-evaluation process through questionnaires.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY367136
Local authority	Blackburn
Inspection number	886347
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	80

Name of provider	Les Enfants (Ivy St) Limited
Date of previous inspection	12/12/2008
Telephone number	01254 693444

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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