

Fairfield Day Nursery Limited

The Fairfield Centre, Carnforth Drive, WORCESTER, WR4 9HG

Inspection date

Previous inspection date

24/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children with special educational needs and/or disabilities are well supported as a dedicated special educational needs co-ordinator plans learning experiences, based on thorough observations, that support children's individual needs.
- Babies' language skills develop confidently as staff encourage children to communicate through sign language and spoken words.
- Children settle well at the nursery as the key person system is well embedded and staff form close attachments to children.
- Children behave well as staff are good role models and provide them with clear boundaries.

It is not yet outstanding because

- Children's understanding of letters and sounds is not fully promoted as staff have not accessed specialised training that supports the delivery of phonics.
- There is scope to extend opportunities for older children to enhance their skills in climbing, balancing and jumping.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 practices in all of the rooms and spoke to staff about experiences planned for the day.
- The inspector reviewed a range of policies, accident and medication records.
- The inspector carried out a joint observation with the Early Years Professional.
- Planning documentation and learning and development folders were reviewed and discussed with staff.
- The lunch time routine was observed in all rooms.

Inspector

Jacqueline Hardie

Full Report

Information about the setting

Fairfield Day Nursery is one of four nurseries in Worcestershire owned by an individual provider. The nursery re-registered in 2012 as a new limited company, having previously been run under private ownership. It operates from self-contained rooms within Buttercup Children's Centre and is part of the Fairfield campus. The nursery serves the local area. It is all on the ground floor. There are fully enclosed areas available for outdoor play.

The nursery opens from Monday to Friday, all year round, except for a week at Christmas. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 22 members of childcare staff. Of these, three hold an early years degree and 12 hold a Level 3 early years qualification. One member of staff has Qualified Teacher Status and one holds Early Years Professional Status. There are three unqualified staff, two of whom are working towards a Level 2 early years qualification. An administrator and two cleaners are also employed. 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:

- extend staff's already sound knowledge of phonics in order to better promote children's learning and development in this area
- consolidate and further extend older children's climbing, crawling and balancing skills by increasing the existing range of equipment available, for example, through the use of A frames and ladders.

Inspection judgements

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

Children make good progress from their starting points as staff are knowledgeable about how children learn and develop. Detailed observations and assessments are used to plan imaginative and meaningful learning experiences that meet the needs of children. Children's individual learning styles are carefully considered as staff ensure planned

experiences encourage children to be active, motivated and develop their thinking skills. For example, in the baby room, children are provided with wooden mug trees and wooden rings. As the staff talk to children, they encourage them to work out how to balance the rings on the branches of the tree. This helps children to concentrate and persist in trying new experiences.

Children are prepared well for their next stage in learning. For example, older children are encouraged to be independent as they put on their coats and wellies for outdoor play and their communication skills develop as children communicate using spoken words and sign language. These key skills help children to become ready for school.

Children's language skills are supported well in nursery. Children in the baby room are provided with equipment, such as pretend mobile phones. Staff play alongside the children encouraging them to talk into the phone. This helps to support children's early language skills as they experiment using sounds and words. Children's listening skills develop as they participate in a sound game in a small group. As sounds are played, children identify the sounds, which encourage them to listen and respond. Mathematics is creatively taught as the older children identify the date and staff encourage them to discuss the number 22. Children confidently count to 22 and the number is displayed so children can discuss it throughout the day. This helps children develop their use of mathematical language and begin to understand how numbers are represented. Literacy skills are well supported throughout the nursery. For example, children have access to books inside and outside. Babies access books independently and begin to develop early reading skills as they hold the books correctly and turn the pages independently. However, there is scope to further build on staff's knowledge of phonic skills so that children fully benefit from high quality teaching of letters and sounds.

Children are physically active throughout the nursery as babies have access to a climbing apparatus inside. This allows them to crawl, climb, balance and take appropriate risks. However, whilst the older children access bikes, trikes and tunnels, there are fewer opportunities for them to access apparatus that enhances and extends their climbing, balancing and jumping skills.

Children with additional needs are supported by a highly skilled special educational needs co-ordinator. As a specialist, she dedicates her time to developing detailed individual plans that are based on thorough observations and assessments. This ensures that learning experiences are tailored specifically to meet the needs of children. The nursery has developed a strong partnership with other professionals, which means that early intervention to support children's learning and development is effectively provided. This contributes towards narrowing the achievement gap in children's learning and development. Children whose home language is other than English are well supported. For example, key words are obtained from parents and dual language books are used to support children's acquisition of the English language. In addition, visual aids showing some aspects of the routine help children make connections in their learning. This ensures each child is valued for their uniqueness and is included.

Transitions between nursery and school are well supported. Teachers are invited in to work alongside the children. Staff share developmental and assessment records which

ensures the school are fully informed about the children's next steps and learning priorities are clearly identified.

Effective partnerships have been developed with parents. Information is shared on a daily basis with them through discussions and written diaries. They also have access to their children's development records and are invited to add their own observations to the wow boards in each room. This helps to celebrate children's achievements at home and nursery. Staff use this information to identify children's next steps in learning, ensuring that their needs are fully met. Parents meetings are held, when staff and parents spend time discussing the needs of children, and this ensures there is an effective two-way exchange of information that supports a consistent approach to supporting children's next steps in learning.

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

Children's well-being is effectively supported as there is a fully embedded key person system. Children separate from their main carers well because the nursery has an excellent settling-in system. This allows children to feel safe and secure. Transitions between rooms are given considerable thought as children have settling in sessions in their new environment. Parents are invited into the nursery, and this allows them to become familiar with new routines and the new key person. This ensures children settle well and builds effective relationships between the key person, children and parents.

Children are taught the importance of a healthy lifestyle as they have plenty of opportunity to access fresh air. Children are provided with a range of healthy, balanced meals and snacks. Staff are clear about children's special dietary requirements, preferences and allergies, which ensures their needs are met and respected. Children access water throughout the day, which ensures they remain well hydrated and comfortable. Staff successfully encourage children to look after themselves and develop their independence. For example, children put on their aprons for messy play, learn to put their rubbish in the bin and independently wash their hands after using the bathroom. Older children pour their own water at lunchtime and are able to express their needs, such as asking to go to the toilet, and they approach staff for support and reassurance as required. These developing skills prepare children for school.

The nursery provides a welcoming and stimulating environment where children independently access resources that support the seven areas of learning. Hygiene is given a high priority as toys are cleaned with a sterilising fluid and rooms are deep cleaned on a regular basis. This ensures that children have access to a learning environment that fully supports their well-being.

Children are encouraged to behave well as staff provide them with clear and consistent boundaries. Through the use of visual clues, children talk about their own behaviour and its consequences. They know that some behaviour is unacceptable. Children throughout the nursery are encouraged to share, take turns and work as part of a group. They are

encouraged to adjust their behaviour to different situations and are effectively guided when changes are made to their routine. This helps to support children to identify boundaries and understand what they are intended to achieve.

Children are taught how to keep themselves safe as the manager practises regular fire drills. Children clearly demonstrate what to do when the alarm sounds and how to exit the building in an emergency.

Children throughout the nursery demonstrate that they are happy and well settled because they smile and giggle frequently and talk confidently and openly with adults and peers. Their own artwork and various photographs of themselves and their family are displayed around the nursery. As a result, children's sense of belonging is effectively fostered.

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

Leadership of the nursery is very effective. They identify strengths and areas for improvements through contributions from staff, parents and children. This ensures they continually strive for improvement, which results in high quality childcare and early education. Staff performance is monitored through regular appraisals and training and development needs are identified. However, they are yet to secure places on specific training courses, such as phonics, which will further promote children's learning in this area. Nevertheless, staff training has a positive impact on outcomes for children.

The manager has a good understanding of the learning and development requirements of the Early Years Foundation Stage, ensuring that children receive a broad and balanced curriculum. Staff meetings enable staff to contribute ideas and share information. The manager regularly monitors practice in the rooms and staff observe each other's practice regularly. These systems all contribute to improving practice and outcomes for the children.

The management team fully understand their roles and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Effective arrangements are in place to safeguard children's welfare. Clear recruitment procedures ensure that all staff are appropriately vetted and are suitable to work with children. Staff attend child protection training and have a good understanding of their responsibility to provide a safe environment for children. They know what steps to take if they have concerns about a child's welfare. Policies and procedures work well in practice due to a thorough induction process, and staff work effectively together as a team. This ensures children are kept safe and secure.

Staff work closely with parents regarding all aspects of their children's care and there are regular opportunities to share information. They keep parents up to date through discussions, notice boards and newsletters. Parents find staff at the nursery warm, friendly

and approachable and feel their children are safe and well cared for. Parents can also access 'home bags' which contain resources they can use with their child at home to extend their learning further. This ensures children's needs and next steps in learning are fully supported.

A dedicated special educational needs coordinator ensures children with special educational needs and/ or disabilities are fully supported at the nursery as effective partnerships with other professionals have been developed. For example, the nursery accesses the support of the visual impairment team to give them guidance on learning experiences they can provide for children. This ensures all children's needs are fully met as staff tailor experiences to support their stage of development. Good partnership working takes place between the nursery and the local schools. For example, staff are proactive in discussing transition arrangements with school staff and visits are arranged to help prepare children for the move to school.

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
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs 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 action. 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	EY455060
Local authority	Worcestershire
Inspection number	895714
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	123
Name of provider	Fairfield Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01905758428

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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, which are usually the childminder's 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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M1 2WD

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