

Fearnley Private Day Nursery

1 Belmont Avenue, Low Moor, BRADFORD, West Yorkshire, BD12 0PD

Inspection date	18/12/2013
Previous inspection date	09/06/2011

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

- Teaching is good as staff use available opportunities during play to extend children's knowledge and skills. This means children make good progress.
- Comprehensive observation and planning procedures are in place which identify children's next steps in learning as they move towards the early learning goals. Well organised tracking systems show children are progressing well.
- Managers and staff have a good understanding of safeguarding and health and safety procedures. This helps to ensure that children remain safe and secure at all times.
- The setting has developed extremely good partnerships with other professionals. This means they work together effectively to support the children as individuals.
- An effective key person system means that staff know children well. Children form secure attachments and display a sense of belonging in the nursery.

It is not yet outstanding because

- On some occasions, some staff do not always ask open-ended questions to support children's thinking.
- There is scope to provide more opportunities for parents to continue their child's learning at home, so they make even better progress.

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 part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children all the three rooms of the nursery and outside.
- The inspector completed joint observations with the lead staff in the rooms.
- The inspector held meetings with the manager and deputy manager and two parents.
- The inspector spoke to the staff and children throughout the inspection.
- A range of documents were inspected including safeguarding procedures, observations, planning, tracking of children's progress and daily diaries.
- The inspector checked evidence of staff suitability, training certificates, complaints record and the setting's self-evaluation form.

Inspector

Shazaad Arshad

Full report

Information about the setting

Fearnley Private Day Nursery was registered in December 1996 and is privately owned. It operates from three rooms over two floors of a converted former commercial property in the Low Moor area of Bradford. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 7.30am until 5.30pm all year round except on bank holidays and for a week at Christmas.

Children attend for a variety of sessions. Children are cared for on a sessional basis and have access to an enclosed outdoor play area. There are currently 59 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently 10 staff working directly with the children, all of whom have an appropriate early years qualifications at level 3. The nursery receives support from the local authority. The nursery is registered on the Early Years Register.

What the setting needs to do to improve further

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

- support staff to maintain a consistent approach to promoting children's thinking, for example, by more regular use of open-ended questioning

- build on ways of sharing strategies with parents so they have more opportunities to continue their child's learning at home, so they make even better progress.

Inspection judgements

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

Staff have a good understanding of how children learn and use this knowledge to plan challenging and interesting activities that meet the needs of all children at the setting. They gather a wide range of information from parents about what children can do and what they already know when they start at the nursery. This ensures staff form an accurate assessment of the child's starting points and plan appropriate activities to support their learning and development. Tracking of children's assessment shows that all children are making good progress at the setting. There are a range of strategies in place to encourage parents to share information about their child, such as communication books, and a display in each room where parents can add comments or observations from home. However, not all parents are aware of how they can continue their child's learning at home to help them make even better progress. Staff routinely observe children and use this to assess their learning and development and this is regularly shared with parents.

Teaching is good as staff frequently use opportunities during play to extend children's learning. For example, staff provide extra paper snowballs so children can continue with the fun Christmas counting games. Staff provide appropriate and timely interventions to support play with children and talk to them about what they are doing. For example, staff prompt children with questions to help direct the play. Children have access to a range of books and other printed media, and words and numbers are displayed around each room, which supports children's literacy and numeracy skills. This ensures children develop good communication and language skills. In the baby room, staff provide a range of learning opportunities for children, which successfully engage them in play. For example, children experience texture play through adding dry pasta to sand and are absorbed in exploring the sensory areas and heuristic play materials. Staff plan for children to be able to make marks in different mediums, for example, by using paint, gloop and play dough and the older children begin to recognise letters as they use their name cards and individual storage baskets. During pass the parcel games, children recognise the concept of size, such as, bigger and smaller as they predict that removing the packages will make the parcel smaller. The party games are really enjoyed by all the children and all the children take an active part in the fun learning experiences. Staff support children's physical development by providing daily opportunities to play outside. For example, children enjoy the balancing games and babies explore the plant area. As a result, children gain the skills they need to be effective learners, which ensures they are ready for school. However, other opportunities to support children's thinking skills are not always maximised by staff using open-ended questions, to encourage children to work things out for themselves during some of the larger group games.

Partnerships with parents are positive because staff update them daily about what their child has been doing. Parents can access children's development files whenever they wish, and parents' events allow staff and parents to discuss children's progress in detail. As a result, they are developing appropriate support to ensure children are prepared for school.

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

Key persons support very good transitions within the nursery. Learning and development information is shared between the staff and children have opportunities to spend time in their new room with the support of their key person. Parents know who their child's key person is and feel able to discuss any issues they may have with them. Younger children express their needs by pointing or babbling and staff are able to interpret their non-verbal communication because they know each child well. Older children demonstrate that they feel safe as they are able to come to staff with concerns they have or for reassurance and cuddles and staff respond appropriately to this. This allows for continuity of care and helps prepare children for their next stage of learning. Children's self-esteem and confidence is promoted well by the effective key person system. Staff are knowledgeable about their key children because they find out from parents about their child's needs. They are caring and very supportive with the children as they play, taking an active interest in what children are doing. As a result, children form warm relationships with staff, are happy and enjoy their time at the setting.

Staff follow clear and safe nappy changing procedures and note any changes they see by

reporting these in documentation and to the manager to follow up through parent discussions. Staff also promote children's understanding of hygiene. For example, children independently wash their hands before eating. Children's understanding of safety is promoted as staff remind children of potential dangers and how to stay safe. For example, during outdoor play staff offered reminders to the children to be careful with the balancing equipment and when coming down the stairs. Children demonstrate their understanding by following the rules and they readily talk about safe play when using the bikes.

Children are developing a good understanding of a healthy lifestyle as staff provide a variety of outdoor activities to support children's physical skills and develop their muscles. Children enjoy riding wheeled toys and climbing on, into and out of a variety of equipment. Through cooperative play activities, such as setting out the table for the Christmas party and moving furniture, children are engaged, motivated and work co-operatively together as they play. Staff encourage children to share and take turns and give reminders of rules, for example, as they share the resources and use the outdoor games safely. This means they play happily with each other. Children are provided with a range of varied and nutritious meals and snacks by the nursery. Staff sit with children at mealtimes, encouraging and supporting the younger children in the development of independent feeding skills. The older children develop independent skills by self-serving their food. Children are learning about the importance of healthy food as staff talk about broccoli and the other vegetables provided with their meal and explain how good they are for their bodies. Consequently, children enjoy their mealtimes and the healthy foods provided. Staff support children's understanding of diversity by planning a range of activities to teach them about different cultures and staff use resources promoting images of people from different backgrounds. Children gain an understanding of their own community through visits to local amenities and displays showing places of interest, such as, the supermarket and woodland areas.

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

The manager and staff are able to evidence a good understanding of their responsibility to ensure the safeguarding and welfare requirements of the Early Years Foundation Stage are fully met. There are robust recruitment and selection procedures and staff are monitored to ensure children are protected and staff's ongoing suitability is assured. The setting has a range of policies and procedures in place to help staff to keep children safe. These are reviewed regularly and implemented consistently across the setting. Staff are well informed about safeguarding issues and demonstrate an understanding and willingness to act appropriately. For example, staff know how to report concerns that they have about the welfare of children or behaviour of staff and other adults. Documentation, such as daily risk assessments are completed to minimise risks and ensure that resources are safe and suitable for children to use. Accidents are dealt with appropriately with accident forms completed and parents informed on the day. The vigilance of staff, consistent supervision of children and good security systems, such as visitor recording ensure that children are kept safe from harm.

The manager and staff have a clear understanding of their responsibility to meet the

learning and development requirements of the Statutory framework for the Early Years Foundations Stage. Secure systems are in place to monitor planning and assessment to ensure staff are fully aware of children's progress. There is an effective tracking procedure, which ensures identification of gaps in development for individual children as well as particular groups, such as those whose starting points are lower than expected when they start the setting. There are effective systems in place for managing the performance of staff, which includes regular supervision. Areas for improvement are identified and appropriate training or coaching is put into place. The manager has identified areas within learning and development that require improvement during larger group times, and is working closely with new staff to embed a robust system that continues to support the good individual progress children make. In addition, she is reviewing the sound arrangements on sharing learning from home with parents. The recommendations raised at the last inspection have been successfully addressed, improving partnerships and collecting learning information from home. This demonstrates that the nursery has a good capacity to maintain continuous improvement through the effective self-evaluation process.

Partnerships with parents, external agencies and other providers are very well embedded. They have been proactive in developing links with health and childcare professionals and local schools. Information is shared with other early year's providers and professionals. This includes information about the children's progress at the nursery and requests to work together to enhance children's learning in all early years settings. Parents state that they are happy with the quality of service they receive and are very complimentary about their children's experiences at the nursery.

The Childcare Register

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	302032
Local authority	Bradford
Inspection number	943918
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	43
Number of children on roll	59
Name of provider	Fearnley Private Day Nursery Partnership
Date of previous inspection	09/06/2011
Telephone number	01274/691443

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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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