

Fernbank Nursery Ltd

Lammack County Primary School, Lammack Road, Blackburn, Lancashire, BB1 8LH

Inspection date	12/05/2014
Previous inspection date	15/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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's welfare and development is well supported through the effective partnership working with parents.
- Teaching is good because practitioners have a good knowledge and understanding of how young children learn. This means they plan a range of activities that help children to make good progress in their learning and development.
- Children's safety is well supported through the comprehensive and consistently applied risk assessments. Staffing ratios and good deployment ensures children are cared for in a safe and secure environment.
- The management are focused, driven and passionate, therefore, priorities for improvements are well defined and implemented.

It is not yet outstanding because

- The organisation of mealtimes for older children is not consistently used to help them to develop their independence throughout the whole routine.
- Opportunities for practitioners to learn from each other and share their best practice, for example, through peer observations, are not yet fully embedded to further improve teaching.

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 children's play and practitioners' interaction throughout the visit both inside and outside.
The inspector spoke with the nursery manager, deputy, individual practitioners,
- members of the committee and children at appropriate times throughout the inspection and carried out a joint observation with the deputy manager.
- The inspector looked at children's assessment records and planning documentation.
The inspector checked evidence of suitability and qualifications of practitioners
- working with children, the setting's improvement plan and a selection of policies and procedures.
- The inspector took into account the views of parents spoken to on the day of inspection.

Inspector

Sue Rae

Full report

Information about the setting

Fernbank Nursery Ltd was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built building within Lammack County Primary School in the Blackburn area of Lancashire and is run by a management committee. The nursery serves the local area and is accessible to all children. It operates from one main playroom, partitioned to accommodate children of different age groups and there is an enclosed area available for outdoor play. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above, including the manager and two other members of staff qualified at level 5. The nursery opens Monday to Friday, all year round, from 8am until 6pm, term time only. Children attend for a variety of sessions. There are currently 87 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- review the organisation of mealtimes to provide consistent routines and further opportunities for older children to increase their independence by taking a more active role in age-appropriate tasks, such as setting the table, serving food and tidying away

- build on existing good systems for the monitoring of staff performance, so that they are sharply focused on raising the practice of all practitioners to the highest levels, for example, by embedding peer observations.

Inspection judgements

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

Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the practitioners caring for them. Attentive practitioners play alongside the children, offering gentle support and encouragement, extending children's learning with individual attention. Information gathered by the key person when children first attend provides a good base for establishing their starting points in learning. This enables practitioners to plan for individual children's progress from their earliest days in the nursery. As a result, children

settle quickly because practitioners understand their needs well and meet them consistently. Practitioners have a secure knowledge of how children learn. Through precise observation, assessment and individual planning of their next steps by practitioners, children make good progress considering their starting points, age and capabilities. This information is also used to inform the required progress check at age two and is shared with parents. Practitioners plan activities and opportunities together as a team, taking into consideration the children's interests. Good quality information regarding children's needs and the activities they take part in are shared. Parents are actively involved in contributing to their children's development through daily discussions. Regular parents' evenings effectively update parents on their child's progress. These enable parents to support their child's learning at home, in order to help them make optimum progress. They are actively encouraged to access their child's record of learning and share information about their child's learning at home. Resources, such as library books, which children choose and then take home, further involve parents in children's learning. Children are encouraged to show valued objects at circle time, encouraging discussion and opportunities to extend their knowledge and understanding of their community. For example, they bring to nursery pictures of family weddings and talk about weddings.

All areas of the nursery are well organised to allow children to select activities for themselves. Inspiring displays of children's work give them a sense of being valued, resulting in their confidence and self-esteem being promoted. A well-organised balance of adult-led and child-led activities means that children learn to explore, to think and learn to play together. Through social occasions, such as lunchtime, children develop their personal, social and emotional skills. Children enjoy the social aspect of their time at the setting, becoming independent and confident individuals. However, opportunities to set the table, serve their own food and tidy away during mealtimes are not consistently maximised to provide further opportunities to promote children's independence. Children are able to move around freely and have access to a well-resourced secure outside space where they can use a wide range of toys and equipment to promote their physical development, which is progressing very well. They show confidence and an awareness of safety in exploring the outside space, balancing, climbing and riding bicycles. Children clearly enjoy taking part in action and rhyming songs, as they enthusiastically identify parts of their body, learning to understand that words have meaning. Access to a range of writing materials allows all children to explore their early writing skills. Children recognise that print carries meaning through the wide array of labelling in the environment. Activities that promote children's hand and eye coordination are promoted indoors and outdoors. For example, children pour water into containers, thread bobbins using cord and fill and pour using different utensils in the sand.

Children are secure in communicating their needs and preferences and they confidently approach the practitioners to ask for help when needed. Practitioners are good at asking open-ended questions, which also encourage children's problem solving skills. For example, when playing with the dried pasta, children talk about the pasta being hard and how it is different at home because they can put their fork in the pasta they have at home. When asked 'do you know why?', the children talk about eating pasta and cooking it. Practitioners encourage the children to put the pasta in some water to see what happens. This shows that practitioners use children's interests to extend and challenge their knowledge and understanding of the world. When practitioners read stories, children sit

and listen and are interested to hear what happens next, their enjoyment and concentration is abundantly clear. These activities support children's early language development and literacy skills and promote their knowledge and understanding of the world around them. Children are active and animated learners, who are developing the skills and attitudes needed to prepare them for their next stage of learning, such as moving onto school.

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

Practitioners are positive role models, who are calm and caring in all their interactions with children. They have a good understanding of expectations of children's behaviour, taking account of their individual needs and stage of development. They support children exceedingly well in developing their understanding of differences and having a caring attitude. Practitioners recognise and offer praise for their kindness and their very positive behaviour. The key person system is successful and ensures that children feel secure and safe, enabling them to confidently explore and develop their independence. The environment provides a good range of age-appropriate toys, games and resources, which are easily accessible to children to promote their learning. All children benefit from access to an outdoor play area. Here, they enjoy a good range of activities, such as, wheeled toys, large sand pit, fixed climbing frame, digging and planting activities where they can develop their own ideas and experiment. Their self-esteem, confidence and emotional security are well supported through acknowledging their individual needs and traits. All children show an extremely strong sense of belonging within the nursery and are developing a good understanding of how to manage risks and challenges relative to their age. For example, practitioners support children to stay safe when using the bicycles. They explain where it is safe to ride their bicycles, to keep themselves and others safe. Practitioners support younger children as they fill containers in the sand pit, practising their control of using utensils. Children's physical development is supported very well.

Behaviour across all age ranges within the nursery is excellent. Practitioners encourage children from an early age about the importance of sharing and turn taking. They gently guide children as they talk about this, supporting them through distraction and encourage them to join in with other toys. Older children demonstrate their understanding as they take turns and listen to each other. They work together showing effective negotiating skills as they cooperate to share the cups and plates as they lay a picnic on the floor. Other children show how they work extremely well independently as they engage in practising their mark-making skills by writing their names on their pictures. Children show a significant understanding of responsibility within the nursery as they confidently follow routines. They wash hands before snack and eagerly and expertly tidy up at suitable times.

A variety of healthy snacks are offered to the children during the day. Lunch menus are varied and healthy and reflect a variety of cultures. This ensures that the children enjoy healthy food and experience a variety of tastes. All children have access to drinks throughout the day, helping to keep them hydrated. Children learn excellent self-care skills as they learn to be independent by putting on their own coats and choosing to play outdoors. For children at the potty training stage, practitioners work exceptionally well

with parents and at the child's pace, sensitively assisting them to adjust to new routines. Practitioners skilfully support children's transition both within the nursery and to school. Transitions within the setting are at children's pace, working in partnership with parents. This means their emotional well-being is supported. Parents and children are well prepared for the next stage in their learning and development as the setting supports them in making the move to school. They develop confidence in various social situations, which prepares them for moving on. Good links with local schools ensures that children's interests and needs are effectively met. Links with other outside agencies are extremely strong.

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

Practitioners are confident of their responsibilities to safeguard children. They know the procedures to follow and fully understand, who to report any concerns to. The designated safeguarding officers provide leadership in this field. All practitioners complete safeguarding training and the deputy manager monitors their knowledge through specific questions asked at supervisions and discussion about policies at staff meetings. Children's safety and protection is further assured because practitioners are also secure about the procedure to follow with regards to concerns about adult behaviour. A robust recruitment and vetting process is in place to check and monitor practitioners' suitability to work with children. All practitioners and students receive induction training and a checklist monitors that they have been informed of all the relevant policies and practices. Staff ratios are good and children are well supervised. Practitioners are sufficiently deployed throughout the nursery to ensure children's needs are effectively met. Comprehensive policies and procedures to promote children's health, safety and welfare are in place and successfully underpin the nursery's daily practice. A written risk assessment is reviewed annually and comprehensive individual risk assessments are carried out for new activities and all outings. Complaints are accurately recorded and effectively managed. Legally required records for children's welfare are accurately maintained, such as children's attendance records and medical records.

The committee and management team have a detailed understanding of their roles and responsibilities with regard to meeting all requirements of the Early Years Foundation Stage. There is a strong drive for improvement to support children's achievements over time. This is reflected in effective systems for self-evaluation. This includes close monitoring of the planning and delivery of the educational programmes and the assessment of children and their progress. For example, the manager regularly reviews children's records of learning and assessment through the recently introduced information and communication technology software. This ensures early intervention for individuals or groups of children who may need additional support. Practitioners ensure that children are provided with a wide range of challenging experiences to support their good progress towards the early learning goals. The management team are continually reflecting on what they do to improve the quality of the provision. Children and parents are involved in the process and their views are actively listened to and their ideas and suggestions are implemented. The manager and deputy manager, monitor the quality of teaching through direct observations, reviewing the outcome and setting performance targets for

practitioners. Although, practitioners have begun to carry out peer observations, these are not yet fully embedded to see the quality of teaching raised to the highest level though honest and critical reflection. Appraisal sessions offer practitioners support and identify opportunities for professional development. Practitioners have good opportunities to pursue training and develop their professional skills. The management team are committed to developing the self-evaluation process further and have identified specific areas for improvement and action plans to support these developments. The nursery has worked hard to address the actions raised at the last inspection and following the recent monitoring visit. The committee, manager and practitioners are now clear about their roles and responsibilities and now receive regular appraisals and supervisions to ensure effective performance management. All practitioners are now aware of the whistle-blowing policy and procedure to follow. This ensures that reasonable steps are now taken to safeguard themselves, children and others on the premises during an emergency.

There is highly effective partnership working with other professionals, in order to support children with special educational needs and/or disabilities and children who speak English as an additional language to ensure they are fully integrated into the life of the nursery. For example, targeted learning plans are devised and include adaptations in the nursery, such as, using sign language and picture signs and symbols to support communication. Communication takes place between the nursery and external agencies, supporting individual children on a regular basis to ensure information is shared to promote children's well-being and learning. Positive relationships with parents are well established, ensuring each child's needs are met. Parents are very complimentary about the nursery and make positive comments, such as 'we get good feedback from our children's key worker'. They comment that the practitioners are friendly and approachable and support children's learning and development well. The manager recognises the importance of these partnerships and continually strives to find new ways to encourage parents' involvement.

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	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	EY372066
Local authority	Blackburn
Inspection number	958687
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	87
Name of provider	Fernbank Nursery Limited
Date of previous inspection	15/11/2013
Telephone number	01254297326

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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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