

Fieldside Day Nursery

Main Street, Great Heck, Goole, North Yorkshire, DN14 0BQ

Inspection date

07/04/2014

Previous inspection date

21/08/2009

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

- Children explore the stimulating indoor and outdoor environments with a lot of confidence and enthusiasm. They are highly motivated by skilled staff and use resources extremely effectively to make good progress in their learning and development and play.
- Partnerships with parents, carers and other professionals are strong, as a result, children make good progress in their learning and development given their starting points.
- The key person system is firmly embedded and used effectively to ensure that all children make good progress in their learning enabling children to feel very safe and secure.
- The recruitment and vetting procedure is good and there are effective systems in place for performance management. This means staff are monitored and underperformance is swiftly dealt with.

It is not yet outstanding because

- Opportunities for older children to describe problems they encounter and to suggest ways to solve the problem in activities, are not always fully extended.
- Staff working with toddlers do not consistently use the correct and appropriate language to ensure children are developing suitable words to link together in order to develop sentence structures.

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 activities in all four rooms and in the outside areas. She also observed the snack time and lunch time arrangements.
- The inspector looked at evidence of the suitability of staff and a selection of policies and procedures. She also looked at performance monitoring systems and accountability documents.
- The inspector looked at children's learning files containing observations and assessments. She also looked at the planning.
- The inspector completed two joint observations with the manager and had discussions with lead staff and key persons.
- The inspector held meetings with the proprietor and manager.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Caroline Stott

Full report

Information about the setting

Fieldside Day Nursery registered in 2001 on the Early Years Register and the compulsory part and voluntary part of the Childcare Register. The nursery is owned by a private provider. Children are cared for in four rooms over two floors in two purpose-built buildings in Great Heck, near Goole. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. Before and after school care is provided each weekday from 7.30am to 9am and from 3.15pm to 6.30pm during term time and from 7.30am to 6.30pm during school holidays. A drop off and pickup service is provided to and from the local schools. There is an enclosed area available for outdoor play. The nursery employs 22 members of childcare staff and four support staff. Of these, the provider and manager hold Early Years Professional Status. One member of staff holds a degree and two staff hold a Foundation Stage degree in Early Years, 15 staff hold an appropriate early years qualification at level 3 and one member of staff is working towards an early years qualification at level 3. The nursery provides funded early education for two, three and four-year-old children. Children attend for a variety of sessions. There are currently 166 children on roll and 91 of these are within the early years age group. The nursery serves the local area and is accessible to all children. 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:

- challenge and support older children through developing an even more active learning environment, in order for them to describe problems they encounter and to suggest ways to solve the problem
- promote a more consistent approach to using appropriate language that fully supports the age and stage of the children, enabling toddler children to develop the correct vocabulary.

Inspection judgements

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

Staff provide a bright and stimulating environment that is rich with displays of children's work to show their efforts are valued and appreciated. Alongside this, a good amount of words and numbers are displayed to show children how these are used in context. For example, in the toddler room the daily routine is shown with a clock, alongside photographs of children in activities and their play. This means children learn about familiar routines and expectations. Teaching is rooted in a good knowledge of how to support children's learning through child-initiated and purposeful adult-led activities. Staff

observe children closely to assess what they like doing and plan interesting activities that encourage individual children's development. Individual learning profiles are in place for all children and these include photographs, observations and assessment. These are linked to the areas of learning and are used to track and plan for children's individual next steps in learning. For example, older children use a tambourine to sing their name and learn about rhythms in a group situation. They paint individual paper-mache balloons representing planets, while they discuss planets in the solar system with staff, showing the knowledge gained previously. This means staff provide thoughtfully planned well-organised learning experiences. Consequently, children make good progress towards the early learning goals and are well prepared for school when the time comes.

Staff make very good use of stories, songs and rhymes to support children in developing their language and listening skills. For example, baby room staff read a story about a zoo and uses familiar signs to encourage and engage babies effectively. Staff read with expression and makes stories exciting to motivate and arouse children to join in with well-known refrains and actions. Toddler staff offer instruments alongside singing rhymes, to support children's interest in making sounds and further promote their language development. However, staff in the toddler room do not always consistently use correct words to ensure children develop good vocabulary. Older children confidently discuss drawing bears and going on a bear hunt in the nursery grounds. Another group of older children go on 'bug' hunt and use magnifying glasses confidently. This shows their knowledge of using technology for particular purposes to investigate the natural world. However, they are not consistently challenged to describe problems or solve them. For example, they are not always encouraged to compare lengths and sizes of the minibeasts they find. Consequently, at times children are not fully challenged and their learning and development is not consistently extended.

The partnership with parents is used effectively to help children to feel confident and to make good progress in their learning. All staff know their children well and have excellent, supportive relationships with parents. Staff offer ideas to promote children's home learning further. Parent's feedback to key persons what children are doing at home and this contributes to the assessment and planning of their next steps in learning. This means parents are very well informed about their children's achievements and progress.

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

A well-established key person system helps children to form secure attachments and promotes their well-being and independence. Interesting open-ended activities engage children and effectively develop their learning. For example, older children spend time to develop their independent junk model and discuss how they like the computer. Babies explore puffed rice play using all their senses and toddlers travel around low level climbing apparatus in their room with ease. This means children move around their surroundings freely, talk and play with friends and develop imaginative play. The key person observes what activities children are particularly interested in and ensures these are incorporated into the week's planning. This helps them to settle in, understand the routine and know what is expected of them. Staff are good role models for behaviour. They provide a calm and reassuring environment, dealing sensitively with any minor disputes. They encourage

children to share, take turns and care for each other. As a result, children behave very well and play cooperatively. Therefore, children are happy to come into the nursery knowing there will be activities they enjoy.

Children's physical development is very well provided for through free-flow access to their immediate outdoor areas. The extensive wildlife areas enable children to become aware of the natural world and there are many structures for imaginative play and storytelling. Older children have a lot of opportunities to build dens and hunt for insects. They gain an understanding of risk as they explore their surroundings supported effectively by staff and learn to not cross the stone 'fire circle'. Children in the out of school club relish in the opportunity to go on a 'boot camp' supported efficiently by enthusiastic appropriate staff. Children grow plants and herbs, water the plants and harvest the fruit and vegetables when they are ready. This means children learn about the environment and make observations about animals and plants. Menus ensure a balance and healthy diet is supported. For example, the nursery works with a local chef to inspire meals. The nursery continues to work with parents in regards to children's food and drink, gaining specific information in regards to their preferences, specific diets and food allergies. This ensures that children's individual needs are fully met and all children are treated similarly. This guarantees that equal opportunities for all are met in line with the nursery's policy. Older children confidently spoon their lunch onto their plate efficiently, supported and encouraged by nearby staff. This supports children to understand the importance of good eating habits. Daily routines for hand washing before meals and after lunch are securely embedded and undertaken independently by older children. Children know why they need to wash their hands. For example, hand sanitizer is promoted after visiting the animals or collecting the eggs from the chickens. Once back inside the nursery building children are encouraged to wash their hands fully using liquid soap and warm water. This means children learn the importance of physical exercise and to manage their own hygiene and personal needs effectively.

Transitions are managed well, with pre-visits and induction sessions organised for new children to help them familiarise themselves with the nursery and the staff. During their first few sessions, new children are given lots of comfort and reassurance. This helps children to settle and develop secure emotional attachments, enabling them to leave their parents confidently as they enter their new surroundings. The nursery invites local schools to visit and requests visits to the schools, to support children in readiness for their eventual transition. Consequently, staff support children's progress through the transitional period and prepare them for their next stage in their learning and development.

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

The inspection took place following notification from the provider regarding an incident when a child was allowed to go home with a family friend from the school pick up service without prior permission from parents. An immediate investigation was conducted by the manager and a full review and revision of the collection procedures of school children was implemented to ensure children's safety at all times. There are effective safeguarding

practice and arrangements in place in the nursery. The owner and manager has attended level two safeguarding training so they know and understand the action to take and whom to contact if they have any concerns about a child's well-being. The nursery has a clear recruitment procedure and all staff are subject to identity and suitability checks when they are recruited. This ensures that suitable people are employed in line with the safer recruitment policy. This also includes details of the disciplinary procedure and this is used to full effect when staff do not follow the nursery's policies and/or procedures. This includes, for example, if they do not abide by 'the procedure for failure to collect a child or in the event of a lost child' policy. Significant events and changes that must be notified to Ofsted are reported in the required 14 days and liaison with the local authority safeguarding board is employed, to ensure the nursery remains suitable. All complaints and significant events are fully investigated by the nursery owner and senior management staff and logged and recorded in detail. General information and records about children and staff are available to Ofsted on inspection. Safeguarding procedures and guidance are in place, including the nursery's safeguarding policy and risk assessments. These are shared with parents and updated annually to ensure they remain effective. There is a clear induction procedure in place that also covers the safeguarding policy and procedures. This means staff understand about child protection and know who to contact and the procedure to follow if they are worried about a child's welfare. Ongoing checks to confirm continued suitability of staff take place during annual appraisals and regular staff supervision. Team meetings ensure staff focus on areas of practice, training, support and skills, such as, child protection and implementing policies into practice are regular practice. Consequently, the nursery fulfil their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage, implementing them consistently to create an environment that is welcoming, safe and stimulating.

The nursery has completed a detailed self-evaluation. The owner and management team are committed to providing a high quality service and making continuous improvements. Through ongoing professional development, staff gain new qualifications and develop their skills, knowledge and understanding. For example, three staff are working towards Early Years Professional Teacher Status. They are required to complete local authority online safeguarding training and in-house training also promotes practice and further corroborates accountability and responsibilities. This means there are effective systems for performance management and underperformance is tackled swiftly. The correct adult to child ratios is applied and staff are deployed appropriately. The staff hold different roles and responsibilities, such as, the behaviour lead officer. These lead roles enable the team to foster a culture of mutual support and teamwork, as they strive to reach even higher achievements for the children and the nursery. The quality of the teaching and learning and the progress of individual children is monitored successfully. This is achieved through reviews of children's developmental records, including the progress check at age two, regular reports and staff's observations of how children use the areas and resources.

Professional relationships between parents, staff and management are supportive, respectful and a particular strength of the nursery. They work together to support children's well-being, health, safety and learning. For example, children with specific allergies or special diets or needs are required to provide this information within the registration forms. Parents are involved in the self-evaluation process through the completion of regular questionnaires. All parents spoken to during the inspection are very

happy with the care and education their children receive. Permissions are sought from parents on who can pick up their child and passwords are also sought within the registration forms. The 'outings policy' clearly requests permissions from parents and refers to 'the procedure for failure to collect a child or in the event of a lost child' policy and gives staff clear guidance to follow in these significant events. Parents share information about their children's care needs and what their children know, understand and can do as part of the transition from home into the nursery. Staff continue to share observations and ideas to extend children's learning at home, for assessment purposes. Parents are kept informed about areas of learning and safeguarding procedures, menus and staff changes through newsletters, meetings and the parents notice boards in each room. Partnerships with other professionals are securely in place. For example, the nursery continues to work with external agencies to ensure children and their families get the support they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	503654
Local authority	North Yorkshire
Inspection number	967304
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	166
Name of provider	Gail Louise Hope
Date of previous inspection	21/08/2009
Telephone number	01977 661523

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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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