

Fisherfield Farm Children's Day Nursery

Fisherfield Farm, Hargate Avenue, ROCHDALE, Lancashire, OL12 6BT

Inspection date	30/05/2014
Previous inspection date	06/12/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Experienced and skilled practitioners plan educational programmes, which are interesting and challenging and meet the needs of all children. As a result, children are curious and creative learners and are well prepared for their next stage in learning.
- The well-established key-person system supports children to form secure attachments with practitioners and promotes their emotional well-being. Therefore, children are confident and independent.
- Leadership and management is strong and systems for monitoring planning and assessment are sharply focused on ensuring that all children are making good progress. As a result, children with identified needs are targeted and appropriate intervention is sought.
- Practitioners have a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children are safe and secure within the nursery.

It is not yet outstanding because

- There is scope to further enhance the already good outdoor provision with a greater range of resources, which encourage the children to explore and investigate the environment independently.

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 the indoor and outdoor environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager.
- The inspector looked at observation and assessment records of the children.
The inspector checked evidence of the suitability and qualifications of the
- practitioners working with the children, the provider's self-evaluation and improvement plan.
- The inspector took account of the views of the parents spoken to on the day.

Inspector

Suzanne Fenwick

Full report

Information about the setting

Fisherfield Farm Children's Day Nursery is one of eight privately owned provisions run by Fisherfield Farm Nursery Group Limited. The provision has been registered since 1996 and operates from a two-storey purpose-built building in the Norden area of Rochdale. The provision is open Monday to Friday, from 7.30am to 6pm, all year round except for bank holidays and a week at Christmas. Children attend from a wide catchment area, as well as within the locality. The children have access to all the rooms on the ground floor and secure outdoor play areas. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 45 children aged under eight years may attend the provision at any one time. There are currently 68 children attending who are in the early years age group. There are 14 practitioners who care for the children; of these, one has an early years qualification at level 6, one at level 5, seven at level 3 and three at level 2.

What the setting needs to do to improve further

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

- enhance the already good outdoor provision to provide the children with a greater range of resources to explore and investigate the environment independently.

Inspection judgements

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

Children enter this welcoming nursery confidently and independently and are able to select from a good range of quality resources, which are clearly labelled and accessible for all children. Practitioners are deployed well throughout the nursery and support the children's learning both indoors and outdoors. Children have access to an outdoor area throughout the day. The outdoor environment includes interesting learning opportunities for children. For example, a group of children enjoy sharing a story with a practitioner in the large dome where they can sit comfortably on the large cushions. Teaching in the nursery is good and children are making good progress with their learning. This is because practitioners create an exciting and challenging environment, which meets the needs of all children. Robust procedures are in place to observe, assess and plan for children's next steps in learning. Each child has a learning journey record that clearly focuses on their individual learning and development. Practitioners work in partnership with parents to gather clear and concise baseline assessments of the children's current age and stage of learning and development. As a result, practitioners are able to plan suitable activities which meet the individual needs of children upon entry. Practitioners have high expectations for the children and plan next steps which support the children to make good progress. For example, during an adult-led activity, a practitioner supports a group of babies to develop their mark-making skills through encouraging them to draw a large road

outdoors with chalks. The children enjoy the opportunity to ride the cars and tricycles along the road which they have created. All practitioners have a good knowledge of the stage of learning and development of their key group. They are skilled at identifying gaps in learning and effectively plan activities which support the children in these areas and successfully close gaps. As a result, younger children are well prepared for their transition to the next room and older children are ready for their transition to school.

Parents are encouraged to participate in their child's learning and development through a variety of methods. Parents use their daily chats with the key person to communicate children's special interests and achievements at home. Parents are also encouraged to record key observations of their children's experiences at home on 'weekend sheets'. Skilled practitioners then use this information during group time to encourage the children to recall past events and share their own experiences with their peers. The key person incorporates information gathered from parents into the children's individual planning and uses this knowledge to enhance the children's communication skills. The nursery holds a parents' evening twice a year where the parents are invited in to discuss their child's stage of learning and development with the key person. The practitioners complete progress reports for each child prior to the parents' evening and use this information to discuss the children's learning and development in great detail with the parents. The nursery operates a lending library where parents can borrow books to share with children at home. As a result, parents feel equipped and motivated to support their children's learning and development at home and prepare them for school.

Children are learning about mathematical concepts, such as filling and pouring by experimenting with different sized containers during water play. Children enjoy adding rubber ducks to the water tray and are supported by a practitioner who encourages them to count the ducks. Children eagerly participate and relate the different numbers to their ages. Practitioners place great emphasis on communication and talk and listen to the children throughout the session. The children respond well to this and talk confidently to the adults about what they are doing in their play. Practitioners support the children's language development well during group time, singing a variety of songs and rhymes. Practitioners support children's developing interests in books by sharing stories with them throughout the day. Each room has created various different story boxes which include a collection of resources which support a story; these are shared with the children and encourage them to take an active part in the story process. Practitioners use clear and animated voices when reading with the children and encourage them to turn pages and lead the story by stopping and discussing the different pictures throughout the book. Babies take great delight in exploring the textures of different materials, such as pasta. Practitioners support this play by commenting on the way the pasta feels when the children touch and experiment with it.

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

The processes to help children settle into the nursery are highly effective. Parents express that they feel confident and secure about sending their children to the nursery. The settling-in process for each child is individual and agreed upon between the practitioners and the parents. The parents are invited into nursery to share important information with

the practitioners before the children start. This informs the key person of the child's likes and dislikes, interests and care routines to ensure the child has a smooth transition into the nursery. The effective and well-established key-person system in place means that children form secure attachments and their emotional well-being is constantly supported. Practitioners use meal times as an opportunity to sit with the children and talk to them about things that are of interest to them, as a result, children are building strong bonds with their key person. Parents are aware of the key-person system and the roles and responsibilities of their child's key person and speak highly of the practitioners. Practitioners greet and welcome children and their parents into the nursery; they spend time speaking to the parents at the start and end of each session, sharing information and providing feedback on the child's learning and achievements. This ensures that the relationship between the nursery and parents is strong. Children clearly feel safe and secure with the practitioners as they freely and confidently approach them in the different areas of the provision and join in with established play and activities. Children enjoy cuddling up to practitioners for stories and playing and learning with them and the other children.

Children have access in all weathers to an outdoor play area where they have regular daily exercise. Children of all different ages have the opportunity to come together during outdoor play, as a result, the younger children are learning from the older children. The children have access to many exciting resources outdoors. However, there is scope to enhance the provision with further resources which encourage the children to independently explore and investigate. There is a forest area where the children are encouraged to take risks in a controlled environment, such as climbing small trees. Children regularly visit the local park and are encouraged to consider road safety and their personal safety during the walk there. Children are also learning about different creatures through helping to care for the nursery's tortoise. Children's safety is consistently dealt with as the highest priority. They are reminded not to run indoors, how to hold scissors safely and to sit at the tables while eating and drinking. As a result, children are learning how to keep themselves safe. Children show a strong sense of belonging and demonstrate that they feel safe. They gain high self-esteem quickly and learn to make friends with their peers from an early age. Children understand the importance of cleaning their hands before meal times and after using the toilet. Practitioners use skilful questions to encourage the children to think about how and why they are cleaning their hands and the children confidently respond and talk about and understand the importance of this. The nursery has a highly experienced and qualified cook who prepares healthy home-made meals and snacks for the children throughout the day. Children are delighted to have the chance to prepare and make different food with the cook and clearly enjoy the opportunity to eat the food they have made. Children are independent at meal times. Practitioners use meal times effectively to talk to the children about healthy lifestyles, as a result, children have a good understanding of different types of food.

The premises and equipment within the nursery meet the needs of all children. There is space for children to relax, play quietly and sleep when they wish. Children who are sleeping are checked regularly. The nursery has a named behaviour coordinator in place who carries out regular behaviour reflective accounts in each room and works with all practitioners on positive behaviour management techniques. As a result, behaviour within the nursery is very good. If there are any children displaying unacceptable behaviour, this

is dealt with immediately. Practitioners get down to the children's eye level and explain in an age-appropriate way why they should not be behaving in the way they are, for example, why the children should share and take turns. The nursery has a highly effective relationship with the local schools. Teachers are invited in to discuss the children's stage of learning and development and individual needs to ensure a smooth transition. They pass their individual reports on to the other professionals and this ensures that children are secure because the transition to the next setting is sensitively handled.

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

The pre-school room leader is the safeguarding designated lead in the nursery and has completed the appropriate training. There is a safeguarding policy in place and the safeguarding designated lead and manager have a clear understanding of their roles. The safeguarding designated lead carries out regular safeguarding reflective accounts in each room and works closely with all practitioners to ensure that children's safety is always a priority. All practitioners have a good knowledge and understanding of their responsibilities and what to do if they have concerns about a child's welfare and understand their role in protecting children. They have attended safeguarding training and this is reinforced in the nursery by the manager who regularly reviews the nursery's policy with practitioners to ensure their knowledge and understanding is accurate and current. As a result, children are effectively safeguarded. There is a robust recruitment and selection process in place, as a result of this, they have recruited and retained a highly skilled and qualified team who are experienced and well supported within the nursery. Experienced and qualified practitioners work with and support those who are studying towards childcare qualifications. Appropriate checks are carried out on all adults to ensure that they are suitable to work with children. Practitioners are effectively deployed throughout the nursery and ratios are consistently met. As a result, children are well supervised which ensures they are kept safe and their needs are met. Children's health and safety is prioritised as accident, incident and medication forms are completed, discussed and signed by parents, which ensures they are kept fully informed. Practitioners responsible for administering first aid are appropriately trained. Comprehensive risk assessments and daily checks are carried out, which ensures that children are well protected within a safe and secure nursery. The manager takes responsibility for carrying out thorough risk assessments of venues, which the children visit on outings.

The manager and deputy have a good knowledge of the Early Years Foundation Stage and their responsibilities in meeting the learning and development requirements. Practitioners' development is of high importance and they are encouraged to maintain their continuing professional development. They share knowledge gained from attending training courses and good practice with the team. This ensures that practitioners have a thorough understanding of child development and the stages of learning and development. As a result, all children are supported effectively to make good progress in their learning and development. The manager and deputy manager consistently and effectively monitor the children's stage of learning and the progress which children are making through carrying out regular assessments of all the children attending the nursery. As a result of this, gaps in learning are identified promptly and practitioners are supported by the manager to

narrow the achievement gaps.

There is a strong committed practitioner team, who care deeply for the children who attend the nursery. A regular system of annual appraisals and supervisions is in place. This ensures the continuous professional development of practitioners to continually improve the provision for children. The manager demonstrates a good ability to improve the nursery. Self-evaluation is rigorous and all practitioners strive towards the same vision, which is to continuously improve the service they offer. There is a nursery development plan in place and individual development plans in each room, which are continuously reviewed and amended. Practitioners take an active role in implementing developments to their practice. Effective partnership working arrangements with external agencies, such as the local schools and the local authority, are well established and contribute strongly to meeting children's needs and preparing them for the next stage of their learning. The nursery has established positive relationships with parents and operates an open door policy where parents are clearly invited and welcomed into the nursery on a daily basis. Parents play an active part in their children's learning and in making improvements to their children's learning environment. This is achieved through collecting parent comments and suggestions through questionnaires and implementing actions in direct response to these. As a result, parents express how they feel part of the nursery and feel more at ease talking to the practitioners and manager if they have any concerns or comments.

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	316454
Local authority	Rochdale
Inspection number	972792
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	63
Name of provider	Fisherfield Farm Nursery Ltd
Date of previous inspection	06/12/2011
Telephone number	01706 655 000

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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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