

Fairfields Private Day Nursery

In the Grounds of Fairfield General Hospital, Broak Oak Terrace, Rochdale Old Road, Bury, Lancashire, BL9 7TD

Inspection date	02/07/2014
Previous inspection date	07/02/2011

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		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Not all steps are taken to keep children safe because security and risk assessments are insufficient, safety in the sun is not always promoted and the deployment of staff does not consistently meet children's individual needs and promote their safety.
- The quality of teaching is inadequate. Some staff give too little attention to the way children learn through play when planning and guiding activities and considering the learning environment, including the range of accessible resources.
- As part of the ineffective systems for self-evaluation, there are insufficient arrangements for the supervision of staff. This has an impact on the quality of teaching and the consistent delivery of quality learning experiences.
- Some parents are not informed about whom their child's key person is. This has an impact on the ongoing information they receive about their children's next steps for learning and how they can support learning at home, in order to continually ensure a consistent approach.
- Some legally required information is not recorded and there is a lack of understanding about the disqualification process, in order to promote the efficient and safe management of the nursery.

It has the following strengths

- Children's early understanding of healthy lifestyles is fostered well.

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 and care routines in the four playrooms and the outside learning environment.
- The inspector spoke with staff and children at appropriate times throughout the inspection and conducted a joint observation with the manager.
- The inspector held meetings with the nursery manager and the deputy manager.
- The inspector looked at children's observation and assessment records and planning documentation.
- The inspector checked evidence of suitability, alongside sampling a range of other documentation, and viewed the manager's self-evaluation form.
- The inspector took account of the information provided in parent questionnaires and the views of parents spoken to on the day of the inspection.

Inspector

Rachel Ayo

Full report

Information about the setting

Fairfields Private Day Nursery opened in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of five settings operated by Creche-N-Co, which is a private limited company. The nursery operates from single-storey premises in the grounds of Fairfield Hospital in Bury, Lancashire. It serves the local and wider areas and is accessible to all children. Children are cared for in four playrooms and have access to an enclosed outdoor play area. The nursery opens five days a week, from 7.30am to 6pm, excluding Bank Holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 77 children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities. The nursery employs 14 members of childcare staff, including the manager. All staff hold appropriate early years qualifications at level 3 and the manager holds level 4. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that there are clear and well-understood policies and procedures for assessing any risks to children's safety, in order to remove or minimise risks to promote children's welfare, with specific regard to child-height drawers, drawstring bags, safety in the sun and the siting of outdoor play equipment
- ensure that the premises indoors and outdoors are secure, in order to prevent children from leaving unsupervised and to minimise any unauthorised access to the children
- ensure staff are deployed effectively to meet the needs of all children and ensure their safety at all times by reviewing how nappy changing routines are organised in the baby room and the arrangements for taking all necessary steps for keeping children safe when nappies are being changed
- ensure there are robust recruitment procedures to promote children's welfare by keeping a record of the identify checks that have been completed and information about who obtained a Disclosure and Barring Service check, and by developing a secure knowledge of the disqualification process, in order to fully ensure robust vetting arrangements
- ensure that where there are changes in staffing arrangements, parents are informed about who their child's key person is, and ensure that staff continually share children's ongoing progress and seek to engage and support parents in guiding their child's development at home
- put in place appropriate arrangements for the supervision of staff, in order to monitor their personal effectiveness and quality of teaching, and provide them with support, coaching and training, so that quality learning experiences are consistently delivered to children in an environment which fosters a robust culture of continuous improvement
- reflect on the different ways in which children learn, including the impact of staff interaction on children's learning, the range of available resources and the learning environment, in order to plan and guide children's activities more purposefully, and ensure that each area of learning and development is implemented through planned, purposeful play that meets all children's individual needs.

Inspection judgements

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

The quality of teaching in the nursery is inconsistent. This is because there is ineffective ongoing monitoring of the quality and consistency of teaching and its impact on children's learning. Detailed records of learning are in place, including observations and next steps for learning, regular summaries of children's development and clear tracking of their progress. This ensures that early intervention can be sought where children are not reaching expected levels of development. Children's next steps are then incorporated into weekly planning and there are a variety of adult-planned enhancements and activities linking to topics, including through outings. For example, as part of a 'People who help us' topic in the younger pre-school room, children visit the hospital and observe emergency vehicles. They then reflect on this through follow-up adult-led arts and craft activities. However, despite the documentation in place, poor consideration is given to children's learning in certain rooms. For example, toddlers wander around aimlessly in the main because the baby room is poorly resourced and uninspiring. Toys are not varied or challenging enough to motivate the toddlers and support active learning. There are few opportunities for them to use sensory resources, and as a result, they look for other things to do, such as climbing on furniture and opening drawers, which staff fail to attribute to their boredom. Staff set up a painting activity, which does engage toddlers, and which they clearly enjoy. However, this is soon tidied away, but not replaced with anything else of interest. There is a role-play area, which is set up as a home. However, due to the poor equipment provided, this does not facilitate toddlers' imaginative play. The limited range of toys set out are more appropriate for babies between six and 10 months. However, most of these are duplicate plastic toys and rattles, which offer very limited learning opportunities. They do not engage the babies and foster their investigative and exploratory skills. There is, however, a table of blocks and a small selection of books that toddlers show some interest in when adults engage them.

Due to the reorganisation of space, two pre-school rooms have been created. The older pre-school room, known as the school room, is very bright and welcoming, with the continuous provision adequately covering the areas of learning. However, in the younger pre-school room, staff do not make effective use of the large space and there is a lack of readily accessible resources across the areas of learning. For example, toys which are stored at low-level in tubs that children can readily select from consist mainly of small world and construction. Additional storage, such as drawers, is sparsely equipped and not utilised well enough. Resources in this room are more appropriate to the two-year-old children and do not offer enough challenge for the older, more able three-year-olds. These children, however, enjoy imaginative play and learn about the wider world as they take part in the role-play travel agent. They are supported by staff as they help them develop their ideas. The area is enhanced with signs, brochures and mark making. Consequently, children's early skills in reading and writing are fostered appropriately. Children's records of learning are accessible to parents and more formal arrangements have been introduced to inform parents about their children's progress. This is done through development summary meetings, which take place every three months. In between these meetings, face-to-face exchanges suitably inform parents about their children's ongoing learning and

how this can be supported at home, although this is not successful enough when there are changes to the key-person system due to staff re-organisation. Parents are asked to comment on settling-in summaries and share what they know about their children, and they are invited to contribute to topics and attend open days and their children's graduation ceremony. The wide array of photographic displays enable parents to observe what activities their children have been taking part in. In addition, there is displayed planning and information about what children are learning in the school room.

Some staff members interact well with children to support their learning. However, this is not consistent enough amongst the staff team, with some staff showing little enthusiasm. There is a lack of effective questioning, in order to foster children's positive disposition for learning and critical thinking skills. Staff warmly encourage babies as they support their emerging physical skills, helping them to take steps and pull their knees up to the crawling position. As toddlers look at story books, staff ask simple questions and play pointing games using the alphabet freeze, in order to help them link words to objects. They repeat sounds and words, encouraging babies' early attempts to communicate. During the painting activity, staff talk to toddlers about the marks they are making, such as splats. Staff in the toddler room appropriately help young children to develop new words and vocabulary as they play alongside them, for instance, in the sand, incorporating early mathematical awareness. Children in the pre-school room are prepared well for their next stages in learning as they move to school. They self-register on arrival, are able to read and write simple words, and ascribe meaning to recognisable drawings. They engage in simple calculation within activities and daily routines, for example, as they set up for lunch as part of their role as 'helper of the day'. They are inquisitive and confident communicators and learn other languages, such as French, which is delivered by an external company. Staff successfully integrate young children with special educational needs and/or disabilities and include them fully in the life of the nursery. For example, they follow individual learning plans closely, follow children's interests and make adaptations where necessary.

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

Staff are not vigilant enough in ensuring children's welfare is promoted at all times. This is with regard to the arrangements for nappy changing, the safety and security of the indoor and outdoor environments and equipment, babies' and toddlers' safety in the sun, the deployment of staff in the baby room and vetting arrangements. Settling-in arrangements do, however, appropriately foster children's emotional well-being. Staff work in close consultation with parents during this time, finding out personal information about each child, for example, through a newly introduced 'All about me' document. This enables staff to help children build close attachments to them as they find out about children's individual needs, including home routines. The settling-in process is enhanced by staff completing a summary of how children have settled and appropriately supporting transitions as children move between the nursery and on to school. Positive relationships are observed between children and staff, which demonstrates the success of these arrangements. However, there has been a change of key-person groups in the toddler room and not all parents are aware of who their child's key person is. Consequently, this has an impact on the sharing of precise information, in order to fully ensure a shared and

consistent approach.

Lovely bright images can be seen around the nursery, which contributes to a welcoming environment. For example, there are many displays incorporating photographs, which fosters children's sense of belonging and helps them to recall and reflect on their learning. Mobiles and draped cloth with sensory lights intertwined dangle from the baby room ceiling, and babies enjoy exploring these as staff lift them up to reach. However, the poor presentation and range of resources and activities in certain rooms negatively impacts on the environment's welcoming nature. This is because resources are sparse, of poor quality and not well organised, in order to provide challenge for children and engage their interest. This is with particular reference to the baby room and younger pre-school room. Children, especially those older and more able, are sociable with adults and each other. For example, pre-school children show good listening and turn-taking skills as they sit and talk in a group about what they have drawn that morning in the garden. As they take part in a linked activity afterwards, they enthusiastically tell the inspector that they are making flowers with the box craft materials. Younger children play cooperatively alongside each other in the role-play travel agents. All age groups behave appropriately, given their age and stage of development. This is because staff acknowledge children's achievements and offer them praise and encouragement, which fosters children's confidence and self-esteem. Any minor incidents of unwanted behaviour are dealt with appropriately by staff, in order to reinforce boundaries and behavioural expectations. Children learn about being kind and considerate as they help to care for living things, such as the large African snail.

All age groups are encouraged to develop independence and self-care skills. For example, babies competently eat finger foods and hold their beaker cup, and toddlers independently feed themselves. Children in the toddler room and two pre-school rooms consistently wash hands before eating and children in the pre-school rooms show precise small physical skills with their cutlery. Older, more able children skilfully serve their own lunch and use cutlery with ease. Mealtimes are successful in reinforcing children's social skills. Staff effectively support children to develop an understanding of the importance of physical exercise. All age groups have access to the adequately resourced outdoor play area, with intermittent free access at certain times of the day. While playing outside, they learn about early risk taking as they use different types of apparatus and negotiate space. Toddlers and pre-school children also learn about other aspects of keeping themselves safe, such as safety in the sun, reflected in wall displays. The nursery partake in a healthy eating award scheme, in order to improve nutrition, hygiene and dental health among children in their care; receiving the gold status each time it is renewed. Activities children take part in as part of this, and the provision of healthy meals and snacks, effectively help them learn to make positive early choices about what they eat. For example, children harvest and help to prepare their own fruit and vegetables and have fun baking. A wide array of associated information and photographs of children's active engagement adorn the walls, encouraging parents to be involved in supporting this aspect of their child's development.

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

The provider does not fulfil her responsibilities in meeting the safeguarding and welfare requirements and the learning and development requirements. Consequently, this results in there being a number of breaches in legal requirements. These have a negative impact on children's learning and their welfare, and on the efficient and safe management of the nursery. It also means there are breaches in the legal requirements of the compulsory and voluntary parts of the Childcare Register.

Children's safety is not promoted because of inadequate security of the nursery and poor risk assessments. These fail to identify and minimise certain hazards, to prevent accidents and promote children's welfare. For example, where children have free access to the indoors and outdoors, gates are not secure, in order to fully prevent unauthorised access and fully ensure children cannot leave unsupervised. In addition, despite there being effective security to the main nursery entrance, this is compromised because the baby room staff prop their external door wide open. Because the gates are not secured, this again does not prevent unauthorised access. Babies, however, are prevented from exiting by staff placing a low-level wooden unit across the exit. Drawstring bags on low-level pegs and small slides placed on concrete have not been identified as a potential risk to children. The drawers at toddlers' height, which they can readily open, have not been identified as a hazard, even though when they open these, the drawer collides with their heads. Staff in the baby room do not sufficiently consider babies' and toddlers' safety in the sun. For example, they are taken out on to the sunny veranda to have snack with no sun protection cream or hats on.

There is evidence to demonstrate that adults are subject to vetting by the manager as part of the recruitment process, in order to determine their suitability. Those awaiting clearance are not left unsupervised with the children, in order to ensure children are protected. However, the manager is unaware of other factors which may make an individual unsuitable as part of the disqualification process. In addition, she does not record information about identity checks that have been completed and who Disclosure and Barring Service checks were obtained by. This is a breach of the requirements of the Early Years Foundation Stage. The manager has a process in place to appropriately monitor staff members' ongoing suitability, in order to promote children's welfare. Any sickness absence is discussed through a return to work interview and ongoing support is provided as necessary. There are robust arrangements for addressing any potential concerns that could impact on an adult's ability to continue to fulfil their roles and responsibilities and care appropriately for children. This includes not extending any temporary contract in place during the probationary period or terminating any permanent contract. Adults have a suitable awareness of possible signs of abuse or neglect and of both internal and external reporting procedures. Consequently, concerns of a child protection nature can be passed on promptly, which contributes to aspects of keeping children safe. However, not all necessary steps are taken to keep children safe with regard to nappy changing, as this is done out of the sight or hearing of other adults and does not form part of good safeguarding practice.

All new staff are subject to an induction, in order to develop an understanding of their roles and responsibilities and become familiar with the nursery policies and procedures. However, the process is not fully successful as they do not consistently implement these, resulting in areas of insufficient practice. Staffing arrangements do not consistently meet

the needs of all children and ensure their safety. This is because one staff member is left with a number of babies and toddlers while the second staff member takes children individually for their nappy changing. The provider does not have an accurate awareness of the nursery's strengths and weaknesses as her involvement in self-evaluation is weak and she does not sufficiently monitor the overall provision or the performance of the manager. She does, however, offer a reward scheme, which entails a financial incentive, given to the childcare setting within her chain that comes up with the most new and interesting ways to improve practice. The nursery have been successful in gaining this, through their 'Enhancing outdoor planning' project, which includes gardening, providing large messy play and powder paint puddles. The day-to-day manager of the nursery does undertake self-evaluation, including by attending regular cluster meetings and management meetings with colleagues from the provider's other settings. She has begun to identify areas for development and has introduced new initiatives. Staff are also involved in reviewing the nursery practice during team leader meetings and staff meetings. However, the manager has failed to identify key weaknesses or address those she has identified as a priority, in order to meet requirements and inform targeted action plans. This has a negative impact on children's welfare and learning. This includes ineffective performance management of staff. This is because supervision is not regular enough or effective enough in monitoring staff practice. This means the manager cannot quickly and accurately identify weaknesses and offer feedback to improve the quality and consistency of the quality of teaching among the whole staff team.

Most aspects of partnership working with parents are promoted with success. For example, a range of information is exchanged when children enrol and ongoing information is shared in a number of ways. There are a wide array of displays and information on noticeboards, newsletters are issued regularly, face-to-face exchanges take place and daily communication diaries are used in the baby room. However, the arrangements for consistently exchanging information about children's learning are not effective enough in promoting a shared and consistent approach. This results from weaknesses in the key-person system when individuals are on sick leave or have left. The nursery values the views of parents in helping to inform and improve the service. These are obtained, for example, through questionnaires, open days, a comments book and development summary meetings. Written and verbal comments are very complimentary about the nursery. Strong partnerships with other professionals or agencies are established, in order to effectively support children with special educational needs and/or disabilities and ensure an inclusive environment.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Not Met (with actions)
The requirements for the voluntary part of the Childcare Register are	Not Met (with actions)

To meet the requirements of the Childcare Register the provider must:

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that a child is unable to leave the premises without a person who is caring for children on those premises becoming aware of the child leaving (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register).
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- ensure that a child is unable to leave the premises unsupervised except where the childcare is open access childcare, or where the child is aged eight or over and the parent of the child has agreed that they may leave the provision unaccompanied (voluntary part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (voluntary part of the Childcare Register).

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	316757
Local authority	Bury
Inspection number	980027
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	68
Number of children on roll	77
Name of provider	Creche-N-Co Ltd
Date of previous inspection	07/02/2011
Telephone number	0161 778 3613

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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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