

Farfield Nursery

Farfield Road, SHIPLEY, West Yorkshire, BD18 4QP

Inspection date	28/08/2014
Previous inspection date	28/01/2010

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

- The management and staff are committed to safeguarding children. They fully understand their roles and responsibilities and the procedures to follow should they have any concerns. This effectively contributes to children's well-being.
- The quality of teaching is highly effective and very good. As a result, children show good levels of interest and are highly motivated, inquisitive and independent learners.
- Assessment takes into consideration children's starting points and progress over time. Consequently, staff are able to plan for and support the next steps in children's learning and, as a result, all children make good progress.
- Children are well supported as partnerships with parents are very effective. This helps children to settle well and ensures that parents are active partners in their child's learning.
- Managers have a clear understanding of the strengths and weaknesses of the provision and this has allowed them to make improvements and secure good outcomes for all children. The monitoring of staff practice is thorough and ensures staff are supported in their role.

It is not yet outstanding because

- Occasionally, staff do not offer younger children the opportunity to serve themselves at lunch time, in order to make choices about the size of their meals and encourage their appetites.

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.

Inspection activities

- The inspector observed activities in the nursery and the outside learning environment.
- The inspector conducted a joint observation of a spontaneous activity with the manager.
- The inspector held a meeting with the manager and the registered provider and spoke to children and staff throughout the inspection process.
- The inspector looked at children's assessment records, learning journeys and planning documentation.
- The inspector looked at a range of documents, including the provider's self-evaluation form and checked evidence of the suitability of practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julie Jones

Full report

Information about the setting

Farfield Nursery was registered in 2009 and is on the Early Years Register. It is situated in a single-storey building in the Shipley area of Bradford and is privately owned. The nursery serves the local area and is accessible to all children. It operates from four playrooms and there are fully enclosed areas available for outdoor play. The nursery employs 20 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and four hold appropriate early years qualifications at level 2. One member of staff holds an appropriate early years qualification at level 4 and one holds an appropriate early years qualification at level 5. One member of staff has Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 113 children on roll, of whom all 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:

- enhance younger children's enjoyment and independence during mealtimes, by offering more opportunities for them to develop an awareness of portion control, such as serving themselves, where appropriate.

Inspection judgements

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

Children's learning and development are effectively promoted because staff have an excellent knowledge and understanding of the Early Years Foundation Stage and how children learn. Staff take into account what children already know and can do from their initial assessments and discussions with parents when children first start to attend. They make good use of this information to plan starting points for each child's next stage of learning. As a result, children make consistently good progress towards the early learning goals. Staff carry out regular observations and assessments of children's learning. Children's individual development is tracked to ensure staff can identify any gaps in children's learning and subsequently plan next steps. The management and staff demonstrate a secure understanding about the written progress check for children between the age of two and three years. This is carried out at an appropriate time and shared with parents. This enables parents to share their views and work closely with the staff to support children's learning at home. As a result, all children, including those with special educational needs and/or disabilities and those who speak English as an additional language, develop a positive attitude to learning and are very well prepared for the next

stage in their learning.

Children respond positively to the high expectations staff have of them. Consequently, children are keen and motivated to learn. The quality of teaching is very good; staff listen perceptively to children and skilfully question them to extend their thinking and deepen their understanding. For example, children enjoy talking to a member of staff about fire engines, and they are sensitively encouraged to think about the dangers of fire. The children are keen to share their ideas and she effectively reminds them to take turns talking. As a result, children's thinking skills are stretched and they are motivated to join in and are developing good communication skills. Shared, sustained thinking is skilfully used by staff and this enables children to reason through their own thought processes and find solutions to problems. For example, children imaginatively apply their problem-solving skills to construct magnetic shapes. Staff continually praise and encourage children and this fosters a love of learning and children are eager to share their achievements.

The management and staff have very good partnerships with parents which are highly effective, evident and well established. Excellent relationships, information sharing and good communication systems ensure that parents are kept fully informed of their children's progress. The pre-school children have a news book that provides effective links between what the children have been doing at home and at nursery. Staff in the baby and toddler rooms use share boards to document children's interests at home and in the nursery. As a result, there is a consistent approach amongst all those involved in a child's life. Staff chat to parents at handover times and hold parents' evenings twice a year to discuss children's progress in depth. Parents say they have many opportunities to talk to staff about their children; they receive superb feedback and information and are delighted with the progress their children make. Therefore, there is consistent, secure support for all children and as a result, their needs are extremely well met.

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

Children form very good bonds and secure emotional attachments because there is an effective key-person system that supports both children and their families. Staff are excellent role models as they speak quietly to children effectively answering questions and supporting their thinking skills. Staff manage children's behaviour well. They set consistent rules and boundaries that are appropriate for the ages of children. As a consequence, children's behaviour is very good and they play cooperatively. Staff's sensitive caring approach ensures all children are aware of the needs of others and as a result, they are developing excellent social skills. Children fully engage in their activities and they experience rich, varied and imaginative learning opportunities throughout the day. They play well together, share activities and resources, support one another and make strong friendships. Transition to the nursery is excellent as children spend time getting to know the staff before they start. Children's confidence and emotional development is further supported when they move rooms because children spend time visiting their new environment with their key person. As a result, they have continuity of care and are very well prepared for the next stage in their learning.

Children are able to choose their own activity from a wide range of resources.

Consequently, their interests are harnessed and they can lead their own play and learning. Staff skilfully include themselves in children's play, introducing new concepts and prompting ideas. Staff put a lot of effort into the presentation of the learning environment throughout all the rooms in the nursery. As a result, children play in interesting, attractive and child-friendly surroundings. The staff use outings and trips to enhance children's learning and understanding of the wider world. For example, children have visited the local railway station to further develop their interest in transport. The staff have a good understanding of how to keep children safe. They teach children about road safety while taking trips in the community, which helps them to understand risks. Children's independence is generally well supported. They are encouraged to put on their own coats when they go outside to play and they can access drinking water when they need it. Children have freshly-cooked meals and healthy snacks during their day and staff encourage children to become aware of healthy eating. However, at lunch time, the staff do not always fully consider younger children's appetites or their ability to have some control over portion sizes, particularly when trying new dishes. For example, in the toddler room they serve the children lunch, but do not offer any choice of a smaller portion or encourage the children to help serve themselves. As a result, there are times when some children do not eat very much of their main course.

Children spend time each day in the outdoor play area being physically active. These activities provide children with firm foundations for developing a healthy lifestyle. Children's welfare is effectively promoted because staff understand how to minimise risks. For example, the staff know when to intervene in children's play as they gently remind them to take extra care on the bikes. As a result, children skilfully negotiate their surroundings and are developing an understanding of how to manage risks in their play. Staff regularly test the fire alarm and the children practise fire drills. Effective hygiene routines are modelled by the staff. They help children to understand the importance of hand washing before meals and snacks and after using the toilet. As a result, children demonstrate good personal care skills for their age and stage of development.

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

The staff and management have a very good understanding of the safeguarding and welfare requirements of the Early Years Foundations Stage. There is a robust safeguarding policy and procedure in place, which is displayed in all rooms. Consequently, staff know what to do if they are concerned about a child. Safeguarding procedures also cover the use of mobile phones and cameras in the nursery. The safety of children is of paramount importance across the staff team. External doors are kept locked and visitors are required to sign in. Children's safety is further enhanced as the staff undertake effective risk assessments of the indoor and outdoor environment and before children go on outings. Staff have regular supervision with their line manager, which contributes towards providing a culture that promotes children's welfare. The management uses a very well developed and robust selection and recruitment procedure. This ensures that those people working with children are suitable to do so. There are effective arrangements for performance management and the manager ensures that suitable training is organised for all staff. The manager monitors all staff training and ensures that paediatric first aid

qualifications are kept up to date. All staff have attended appropriate paediatric first aid training. This ensures that staff can respond to accidents and incidents swiftly. The manager effectively monitors the quality of staff's teaching through peer observations. She builds on their existing strengths and successfully identifies any areas for further development. Consequently, the staff are aware of their roles and responsibilities and feel very well supported.

The management team has an excellent understanding of how to meet the learning and development requirements. They use their professional skills and expertise very well which demonstrates a secure understanding of how children learn and develop. They plan and monitor a varied programme of activities that cover the seven areas of learning. The management team is currently developing the already effective systems for tracking individual children's progress, to include assessments for each cohort of children. This will enable them to further enhance the precision of assessments. Partnership working is very good. The staff support children with special educational needs and disabilities and they value the support they get from other agencies. Staff are aware of support available for families within the local community and from other professionals. Therefore, any support for parents or children is met without delay and all children are making very good progress.

All staff work well together and they are highly skilled at identifying the nurseries strengths and areas for improvement. The management team is highly committed and continually strive to improve the outcomes for children. Accurate self-evaluation enables the management team to successfully identify the nursery's strengths and areas for improvement. The management and staff team demonstrate a commitment to working effectively in partnership with parents to meet the individual needs of children. For example, parents have an opportunity to contribute to the nursery's continuous quality improvement plan, as their views are regularly sought through questionnaires and ongoing discussions. This contributes to effective plans that directly relate to the needs of the children that attend. There are effective partnerships in place with the local schools. Reception class teachers are invited in to visit the children in the nursery before they start school. This contributes to children's emotional well-being as they move onto the next stage in their learning.

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	EY390224
Local authority	Bradford
Inspection number	859253
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	61
Number of children on roll	113
Name of provider	Farfield Nursery Limited
Date of previous inspection	28/01/2010
Telephone number	01274 532120

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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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Piccadilly Gate
Store St
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M1 2WD

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