

The Fields Children's Centre Nursery

The Fields Early Years Centre, Galfrid Road, CAMBRIDGE, CB5 8ND

Inspection date	21/11/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	3 Not Applicable
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The nursery fosters good relationships with parents, which supports staff in helping children to make steady progress.
- Children experience an environment which supports their physical and emotional growth. They are provided with a balanced diet and encouraged to participate in outdoor play each day.
- Children make independent choices in their play from a suitable range of toys and activities.

It is not yet good because

- Children's progress is not monitored from the start of each child's time in the setting. This does not allow for effective strategies to support children's learning and development to be adapted to suit individual children.
- The quality of teaching is variable. Opportunities to extend and build on children's interests and ideas are not always maximised. Self-evaluation does not focus enough on raising children's levels of attainment.
- The nursery does not consistently assess risks. This means that they cannot be minimised or managed suitably to ensure children's safety at all times.

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 carried out a tour of the nursery and the children's centre in which it is based.
- The inspector observed play and learning activities, and spoke to children and staff in the indoor playrooms and outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector carried out a meeting with the nursery manager and children's centre manager.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of the suitability of staff working with children, including records of Disclosure and Barring Service checks.
- The inspector looked at documentation, including children's assessment records and a range of policies and procedures.

Inspector

Syreeta Payne

Full report

Information about the setting

The Fields Children's Centre Nursery opened in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within the children's centre and on the same site as Abbey Meadows Primary school, in Cambridge, Cambridgeshire. The nursery is open 8am to 6pm for 49 weeks of the year. There are currently 103 children in the early years age range on roll. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery receives funding for the provision of free early education for two-, three-, and four-year-old children. A board of governors oversee the operations of the nursery, including the management of the budget and recruitment of staff. There is an overall head of centre. She is supported by the Head Teacher and Deputy Head Teacher of the nursery school. The nursery employs 20 staff to work directly with the children. Of these, 18 hold appropriate qualifications between levels 3 and 6.

What the setting needs to do to improve further

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

- establish children's starting points in their learning on entry to the nursery, in order to effectively monitor their progress and provide appropriate intervention when required
- ensure that steps are taken to consistently manage or remove risks across the nursery to promote children's safety at all times
- establish good quality teaching to maximise learning opportunities, encouraging children to explore their own ideas and creating challenge in their learning experiences so that they make good progress.

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

- focus self-evaluation and development plans on raising the levels of attainment for all children, for example, by evaluating and improving the quality of teaching so that it is consistent throughout the nursery.

Inspection judgements

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

The nursery does not gather children's starting points as they begin their time at the nursery. Because of this, the progress children make during their time at the nursery cannot be clearly identified, and any lack of progress cannot be addressed swiftly and accurately, to help all children to make best progress. Assessments of children's learning are made but are not consistently used to plan challenging experiences so that children make good progress. Children are generally engaged in their environment because there is a suitable range of activities and resources to engage with. They are encouraged to make choices, selecting toys and activities independently. Some staff encourage opportunities for children to develop mathematical language as they play alongside children in the sandpit.

The quality of teaching is variable. Opportunities to develop and re-shape tasks are sometimes overlooked. For example, children's fascination with information and communication technology is not acted upon, missing the chance to create a valuable, spontaneous learning experience. The children are learning basic skills that will support them in the next phase of their learning. They display confident communication skills as they converse with visitors to the nursery. Parents value the insight into their child's learning experiences that the nursery shares, and this helps them to continue learning at home.

The nursery does not provide care for any children with special educational needs and/or disabilities at present but staff are experienced in this area and are skilled to support individual needs. Children who speak English as an additional language are supported in developing their language and communication skills through regular opportunities to talk to staff, widening their vocabulary.

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

Children grow from being supported, as inquisitive babies and toddlers, to keen and motivated pre-school aged children. They play and explore in the calmness of the indoor rooms, and fresh air and open space of the outdoors. This supports their well-being as they learn where they are most content. However, risk assessments are not always conducted in the allotment area. As a result, risks, such as gardening tools, are not identified and minimised, nor are children taught to identify potential risks and learn how to safely negotiate them.

Children learn self-care skills through relevant experiences. Personal hygiene is introduced through washing dolls and talking to staff about the importance of this. Having several of the same toys means that toddlers are not forced to share before they are ready. The nursery provides nutritious meals made with fresh produce, so children understand the importance of a balanced diet from a young age. Staff welcome children as they join them in play, encouraging them to feel welcomed and valued in their environment. The staff have a sound knowledge and understanding of partnership working with parents, working with them to provide consistent care routines for children.

Staff reinforce positive behaviour and minimise any unwanted behaviour, nurturing children from a secure base, which stands them in good stead as they move on to school.

As children grow and develop, they gently move through the rooms in the nursery. This is a sensitive process, led by the needs of each individual child.

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

The nursery is led by an experienced team who, generally, have a satisfactory knowledge of the learning and development requirements of the Early Years Foundation Stage. However, the staff do not recognise the significance of assessing children on entry to the nursery. This prevents the accurate monitoring of children's progress and the ability to identify extra support if it is needed, to ensure each and every child makes the best progress. Staff implement most of the safeguarding and welfare requirements generally well. However, an inconsistent approach to risk assessment does not ensure that children's safety is always given the highest regard, particularly when playing outside. This is also a breach of the Childcare Register requirements.

The leadership team seeks effective training opportunities for staff to challenge their thinking and to ensure their knowledge is up to date, such as in-house training and opportunities to access local authority training. This has an impact on practice, for example, inspiring den building in the outdoor provision. However, some staff have yet to develop consistently effective teaching skills in order to enable all children to make good progress. There is a clear recruitment and induction process in place, ensuring that staff are suitable and skilled to work in the nursery.

All staff have a secure knowledge of the signs and symptoms of abuse and know what to do if they have a concern about a child's welfare. Policies and procedures are shared with parents, along with regular newsletters, which provide information about staff changes and training updates. The nursery management team feeds in to development plans for the children's centre in which it is based. However, this does not sufficiently focus on improving children's levels of attainment. The nursery has established links with external partners, including health professionals, to support individual children's needs.

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:

- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the

children and staff in their care (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	EY280222
Local authority	Cambridgeshire
Inspection number	819968
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	103
Name of provider	The Fields Children's Centre
Date of previous inspection	not applicable
Telephone number	01223 518333 01223 712444

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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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