

# Fairfields Private Day Nursery

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

<b>Inspection date</b>	15/12/2014
Previous inspection date	02/07/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Children form strong attachments because the staff have a very warm and welcoming approach and work in partnership with parents to ensure that children settle quickly.
- Arrangements for safeguarding children are effective because clear policies, procedures and risk assessments are in place. As a result, children are kept safe and secure.
- Staff are enthusiastic and have a good understanding of how children learn, and plan activities based on children's individual interests. As a result, children make good progress.
- Managers provide strong leadership and reflect on practice within the nursery. Plans for improvement are identified and used to drive improvements to continue to improve the good quality provision.

### It is not yet outstanding because

- Large group activities do not always fully consider the needs and abilities of all children. This means that some children are not fully engaged or able to contribute in a way that is of value to them.
- Opportunities for the toddler room children to develop high levels of independence are not always fully implemented.

## 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 nursery rooms and the outdoor area.
- The inspector spoke to staff and children and gained the views of parents.
- The inspector held a meeting with the manager and conducted a joint observation with the deputy manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the nursery's self-evaluation.

## Inspector

Layla Clarke

## 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 55 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-old children. It supports children who speak English as an additional language. The nursery employs 15 members of childcare staff, including the manager. All staff hold appropriate early years qualifications at level 3. 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:

- review the delivery of large group activities to ensure that they take into consideration the needs and aptitudes of all children and support each child's full engagement
- provide further opportunities for children in the toddler room to do things for themselves to further promote their independence, for example, wiping their own noses and faces, and cutting up their own fruit at snack time.

## Inspection judgements

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

Staff have a thorough understanding of their role in delivering the learning and development requirements of the Early Years Foundation Stage. Consequently, they are skilled in providing children with a balance of child-initiated and adult-led activities and experiences. Staff use information obtained from parents who complete an 'all about me' form and include this information into their daily planning. This means that children benefit from challenging opportunities right from their first day and as a result, children make good progress in relation to their starting points. Staff follow children's individual interests and take into account what parents say they particularly enjoy. This means that children are motivated to learn and display the characteristics of effective learning. Each child has a learning journal that includes a variety of photographs, observations and children's next steps in their development which support children to develop across all

seven areas of learning. Staff share this information with parents, which means that parents are kept up to date about their child's progress and any gaps in learning are swiftly identified and appropriate intervention implemented. This means that all children including children who speak English as an additional language are supported well to develop the skills that they require for their eventual move to school.

Staff place great importance on supporting children's communication and language skills. The environment has wide a range of different languages displayed, which supports all children including children who speak English as an additional language, to develop their language skills. Staff plan daily phonics sessions to support children's understanding of language and speech and there are regular group sessions to teach children listening and understanding skills. However, occasionally during larger group activities, staff fail to adapt activities to meet all children's needs. This results in some children becoming distracted as the activity is less meaningful to them. Children's understanding of the world is fostered well as staff encourage children to dress up and recreate special moments, such as recreating a wedding scene. Staff skilfully extend this element of play by supporting children to celebrate at the reception, share pretend party food and take photographs of the occasion. Furthermore, staff teach children about different cultures and festivals, including Hanukkah as children make candles and learn about the menorah. Toddlers delight in hunting for 'treasure' as staff follow their current interest of pirates and hide resources and materials around the room. Children use cardboard tubes as telescopes to peer through in search of the hidden 'treasure'. This activity supports children's creativity and critical thinking skills as they are able to use materials for their own purpose. Staff use innovative ways to engage babies in explorative play as they provide cornflour and water and a variety of tools, including paint brushes and wooden spoons which they grasp and use to make marks. Furthermore, babies explore their environment guided and supported by key staff as they pull themselves up onto furniture to gain a different perspective from a standing position. As a result, babies physical development is well supported.

Partnership working with parents is strong. Staff fully acknowledge the importance of working with parents to provide a consistent approach to children's care and learning. Parents are kept up to date with their children's progress as staff share children's ongoing learning and development with them through a variety of effective ways. For example, parents attend regular parents meetings and have access to their children's learning journals. Parents also complete observations from home and staff share the progress check for children between the ages of two and three years. Staff place great importance on obtaining the views of parents and are keen to involve them in children's ongoing learning. There are a variety of methods which aid in the communication between parents and staff. For example, parents receive daily feedback from staff, children's planning information and information about the Early Years Foundation Stage is displayed for parents and staff share assessment summaries with parents each term. The good partnership working means that parents are able to share ongoing information in relation to children's learning at home. As a result, children are consistently supported in their learning and development both in the nursery and at home.

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

Staff support children to settle into the warm and friendly nursery through flexible settling-in sessions. As a result, children develop secure bonds with the caring and nurturing staff. Furthermore, children and parents build purposeful relationships with key members of staff because of the effective key-person system. Staff are extremely positive role models and clearly enjoy spending time with the children. For example, staff fully engage in all play activities, such as acting out a part in the pretend wedding ceremony as children pretend to get married. As a result, children are well supported to play and experiment guided by the cheerful interactions and support from the friendly staff. Staff know the children well and are responsive to children's needs. For example, staff follow children's individual interests and allow children to make independent choices about their play. This means that children's emotional well-being is effectively supported and they are happy and confident in the care of the nursery staff.

Children are well behaved because staff set realistic rules and boundaries and use Ruby the pet African snail to reinforce these positive messages. For example, there are 'Ruby says...' captions displayed around the rooms, which further promote children's understanding of what is acceptable. Furthermore, children are rewarded with special accolades, such as the 'helper of the day' award. This means that children are confident, are aware of the expectations of the nursery and delight in the additional responsibility that they earn. Children are extremely confident and happily speak to visitors as they engage in daily activities. The learning environment is well resourced and all of the equipment is appropriate to meet the needs of all children. Resources are labelled with images and text, which allows children to follow their individual interests and choose equipment independently. As a result, children are acquiring self-confidence and self-esteem. Furthermore, staff celebrate children's birthdays, children can take home 'Peter the rabbit' the take home teddy to share with their parents, use signing-in tools to show that they are present and have access to personal belongings and comforters. This further supports children's sense of security and belonging. Consequently, children are emotionally prepared for the next stage in their learning and for the move to school.

Staff support children to develop an understanding of healthy lifestyles as they have regular outdoor play opportunities to be physically active in the fresh air. Children have access to a well-equipped and secure outdoor area with a variety of areas and activities which support their physical development. During planned outings staff support children to gain an understanding of keeping themselves safe as they teach them road safety awareness and children wear high visibility jackets to further promote their growing awareness of safety precautions. During play activities, staff explain the consequences of their actions to children as they politely ask them not to run inside as 'we may fall over' so that children are aware of the potential risk. Consequently, staff are teaching children to develop an understanding of danger and how to keep themselves safe. Staff effectively promote children's independence through a good balance of child-initiated activities and daily routines. For example, at lunch time babies are encouraged to feed themselves supported by staff as they use spoons independently. However, opportunities in the toddler room for children to carry out tasks for themselves are not as well promoted as staff wipe children's noses and faces for them, and cut up their fruit during snack time. This means that in this room there are occasionally missed opportunities for children to develop their independence to the highest levels. Nonetheless, older children are

encouraged to serve themselves, pour their own drinks and to wipe their own noses. This means that most children are provided with opportunities to further develop their self-help skills. Staff teach children about positive hygiene practices, such as washing their hands before lunch time as they ask questions, such as 'Why do we wash our hands?' Staff maximise opportunities to talk to children about healthy foods, to reinforce messages about the benefits of making healthier choices. For example, during lunch time staff engage children in conversations explaining that they will gain lots of energy to play if they finish the meal. Furthermore, children's dietary requirements are known and well managed and children are offered a choice of their main meal, which further supports children's ability to make choices. This ensures that children's individual needs and preferences are very well met.

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

The management team and staff have a secure understanding of safeguarding practices and demonstrate a thorough understanding of child protection procedures. All staff access regular safeguarding and child protection training. As a result, they understand their role in protecting children from harm and are aware of what to do should they have a concern about children's welfare. Regular risk assessments and daily checks are completed to minimise any potential hazards and ensure that the environment is suitable and safe for children. Staff deployment is effective and safety equipment, such as secure entry to the nursery further support children's welfare. There are robust systems in place for recruitment and selection and the manager ensures that the staff and any students are suitable to work with children. For example, regular updates of suitability are completed and staff are mentored by a team leader in each of the rooms. Furthermore, robust policies and procedures support the running of the nursery and are reviewed regularly and shared with staff and parents.

The manager understands how children learn. She supports the implementation of observation and assessment and undertakes regular checks to track children's progress. Monitoring of children's progress is extremely effective, which means that any gaps in children's learning are swiftly identified and appropriate strategies are put into place. This means that all children, including children who speak English as an additional language are well supported to make good progress across all areas of learning. Appraisals between the manager and staff have been completed. Staff have regular supervision meetings and peer to peer monitoring is completed. Regular staff meetings are implemented and staff feedback information from recent training attended. This means that staff are able to share their individual experience, skills and knowledge to further enhance the already good quality of teaching. Recent training attended includes safeguarding and training to support children's communication and language development.

The strong management team are fully aware of the strengths of the nursery and have identified areas for further improvement. They use the feedback gained from staff and parents to improve the service they provide. For example, they send out regular parent questionnaires and have devised a 'you said, we did' board for parents to see how their views have been acknowledged. Staff are very involved in the self-evaluation of the

nursery and each room has action plans, which are incorporated into the overall development plan and helps to drive improvements. Furthermore, the nursery benefits from support from the local authority advisor.

Since the last inspection by Ofsted where the nursery received a number of actions to improve, all actions have been successfully addressed. For example, there is a record of the identify checks that have been completed and information about who obtained a Disclosure and Barring Service check. The manager has a secure knowledge of the disqualification process in order to fully ensure robust vetting arrangements are implemented. As a result, all staff are suitable to work with children. The premises indoors and outdoors are secure in order to prevent children from leaving unsupervised and to minimise any unauthorised access to the children. 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. Staff are deployed effectively to meet the needs of all children as the nappy changing routines have been reviewed. This means that children are kept safe and free from harm. Parents are informed about any changes to their child's key person and staff continually share children's ongoing progress and engage and support parents in guiding their child's development at home. This means that there is a consistent approach to children's learning. Staff benefit from effective supervision, support, coaching and training from managers in order to monitor their personal effectiveness so that quality learning experiences are consistently delivered to children. Staff have accessed training to allow them to reflect on the different ways in which children learn and how to support children's learning. The range of available resources and the learning environment has been reviewed in order to plan and guide children's activities more purposefully. Furthermore, each area of learning and development is implemented through planned, purposeful play. As a result, all children's individual learning needs are well met.

The nursery works in partnership with local schools and the manager visits the local schools to help to support children and parents during the transfer to school. Teachers are invited into the nursery to meet the children prior to them moving on to the new environment. Partnership working with parents is good. Parents feel very involved in their children's care and learning and speak very highly about the nursery and the staff team. Parents comment that they are kept up to date and they are confident in the care provided. Information is shared effectively through a variety of effective strategies which include daily discussions, parents notice boards, newsletters and termly summary meetings.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	316757
<b>Local authority</b>	Bury
<b>Inspection number</b>	987266
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	68
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Creche-N-Co Ltd
<b>Date of previous inspection</b>	02/07/2014
<b>Telephone number</b>	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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