

Fernwood Day Nursery

Rubys Avenue, Fernwood, NEWARK, Nottinghamshire, NG24 3RS



Inspection date

16 February 2015

Previous inspection date

1 April 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff make excellent use of group times to develop children's listening and attention skills. This means children have very good skills in preparation for starting school.
- Staff safeguard children very well. They can recognise the signs and symptoms of abuse. In addition, staff know what to do if they have concerns about a child in their care.
- Each room in the nursery is stimulating and interesting. Children can access toys and games independently. Therefore, they are motivated and inspired to learn.
- The nursery uses highly engaging strategies to involve parents in their children's learning and development. This ensures there is a cohesive approach to sharing information about what children learn and do at home.
- The nursery has very good relationships with other agencies who are involved with the children. Professionals visit the nursery and share targets and strategies to meet individual children's needs. This shared approach gives continuity of care and ensures that children with special educational needs and/or disabilities make good progress.

It is not yet outstanding because:

- There is occasionally a lack of consistency in teaching resulting in not all staff making the best possible use of effective questioning skills to extend children's learning.
- Observations of staff practice does not yet fully ensure that teaching is moving from good to being consistently outstanding so that children's learning is promoted to the highest level.

What the setting needs to do to improve further

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

- disseminate to all staff the excellent teaching skills evident within every room so that all children benefit from them
- increase the frequency of staff practice observations to ensure that teaching practice is strengthened throughout the nursery to an outstanding level so that children achieve to the highest level.

Inspection activities

- The inspector had a tour of the nursery and held discussions with the owner and the manager.
- The inspector carried out a joint observation with the manager.
- The inspector observed adult-led and free-play activities taking place in the four playrooms and outside area.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the nursery's self-evaluation and improvement plan.

Inspector

Sharon Alleary

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Teaching is good overall across the nursery, with excellent elements in every room. However, there are a few occasions where learning opportunities are not pursued as well as they could be. For example, although speech and language is well supported across the nursery, it is not always used to the optimum. This is because occasionally staff ask too many questions and do not give children time to think about an answer and respond. Staff follow children's exploratory nature. Water play evolves as children watch the water drips fall to the floor. Staff ask how they might catch the drips, children respond with 'paper'. As a result, children investigate by making watery hand and foot prints. Babies discover new objects in a Valentines treasure basket. Staff use animated voices and expressive faces to further engage their attention and interest. Children choose an object from the mystery bag; they recognise and say the initial sound. This develops children's literacy skills. Staff repeat and reinforce language as they play alongside children. Consequently, all children, including those who speak English as an additional language make good progress.

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

Children display high levels of confidence and emotional well-being. They show their curiosity by asking questions of visitors. Children develop an understanding of healthy practices. For instance, they experience fresh air as they play in the rain. In addition, children develop their physical skills as they re-enact a popular story moving around the outdoor space. Children fetch a mop and dry up the slippery floor. Consequently, children begin to take responsibility for their own safety. Children behave well. They know what is expected of them because staff use positive reinforcement. Children develop a sense of belonging when they see their work attractively displayed. In addition, children have individual trays to store their artwork and belongings from home.

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

The management strive for excellence at all times, this is reflected in the staff qualifications and the impact this has on children's progress. A clear action plan demonstrates that the management constantly reflect on the service they provide. The management is committed to improving staff knowledge and practice by accessing training. A recent course about babies resulted in all the nursery rooms accessing natural resources to create a relaxing ambience for the children. An effective system of tracking children's progress across the nursery ensures any gaps in learning are quickly identified and targeted. Yearly appraisals and supervisions give the management and staff the opportunity to discuss strengths and weaknesses in teaching practice. However, observations of staff practice are not yet frequent enough to ensure that all staff teach to an outstanding level enabling children achieve to the highest level. The wonderful display boards in the nursery foyer keep parents informed about daily activities and general information.

Setting details

Unique reference number	EY376372
Local authority	Nottinghamshire
Inspection number	858365
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	86
Number of children on roll	147
Name of provider	Fernwood Day Nursery Ltd
Date of previous inspection	1 April 2009
Telephone number	01636 701200

Fernwood Day Nursery was registered in 2008. The nursery employs 31 members of childcare staff. Of these, 30 hold appropriate early years qualifications at level 3 and above, including one member of staff who has Qualified Teacher Status and the owner who holds Early Years Professional Status. The nursery opens from Monday to Friday all year round, only closing for bank holidays and Christmas week. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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