

Fordfield House Nursery & After School Club

Fordfield Road, Millbrook, Bedford, Bedfordshire, MK45 2HZ

Inspection date	15/01/2015
Previous inspection date	25/07/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
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 quality of teaching is outstanding because all staff have an exceptional awareness of how young children learn and develop. Consequently, children are making excellent progress in their learning.
- The nursery's leadership is strong. Managers regularly monitor and evaluate the practice of all staff, which results in continual developments being made to enhance the quality of the provision.
- Excellent partnerships between parents and the nursery staff ensure that parents are well-informed about their child's developmental progress.
- The nursery provides a stimulating and homely environment both indoors and outdoors, where each child is valued and fully supported in their all-round development and emotional well-being.

It is not yet outstanding because

- Recent amendments to policies and risk assessments are not yet fully embedded across the nursery.
- Resources such as pictures depicting positive images of gender roles are not prominently displayed throughout the nursery.

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 the quality of teaching and the impact this has on children's learning in all the nursery rooms.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the management team and spoke to members of staff and children during activities.
- The inspector looked at a sample of children's learning journey books, planning documentation and the system for monitoring children's progress.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector examined a sample of documents and procedures.

Inspector

Lorraine Meldrum Sunter

Full report

Information about the setting

Fordfield House Nursery and After School Club opened in 1988 and is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is owned by Fordfield House Nursery Ltd and operates from a converted residential building and additional outbuildings in Millbrook, Bedfordshire. The nursery is accessible to all children and there is a large outdoor play area and allotment. It is open each weekday throughout the year from 8am to 6pm, except for two weeks at Christmas and two weeks during the summer. There are currently 123 children on roll, 79 of whom are in the early years age group. They attend for a variety of sessions. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language. The nursery employs 16 members of childcare staff who hold an appropriate early years qualification at levels 2, 3 and 6.

What the setting needs to do to improve further

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

- fully embed your amended policies and risk assessments, ensuring all staff are aware of, understand and implement the changes
- review your displays and resources to ensure children are provided with strong images of people from differing ethnic backgrounds, depicting both males and females in a variety of work roles.

Inspection judgements

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

Highly skilled staff use their knowledge and expertise in teaching to support children to achieve the best they can in their learning and development. They have an excellent ability to engage and enthusiastically interact with children, which results in them being highly motivated and eager to learn. Babies acquire key skills to support their development. Staff speak to children, engaging them in conversations, extending language and vocabulary during activities across every age range in the nursery. Children initiate many activities themselves, skilfully supported by staff; such as singing and dancing during outdoor play. Children are engaged and focus on activities, benefitting from periods of uninterrupted time to sit and look at books or to experiment with different textures. Children develop essential skills for future learning, asking questions, problem solving and are eager to try new experiences. This prepares them very well for transition within the nursery or in readiness to start school. Regular observations, sharply focussed assessments and robust evaluation ensure children are rapidly progressing from their starting points towards the early learning goals. Parents talk very highly of the nursery. All

staff work in close partnership with parents, which promotes each child's learning needs through a shared approach.

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

Children's well-being is now fully supported. However, the previous weakness in risk assessments for outings has an impact on children's overall safety and well-being. The nursery is vibrant, stimulating and welcoming. Key persons have an extremely good understanding of all children's individual care needs and routines, supporting their emotional security and self-esteem well. New children settle quickly through sensitive support and carefully planned introductions and settling-in sessions. Children demonstrate good self-care skills and are becoming competent in managing their personal needs relative to their ages. Staff are good role models encouraging children to share and take turns. Children are learning to be polite and quickly understand what behaviour is acceptable. They develop skills and generally keep themselves safe as they are taught to be careful, so that they do not harm themselves or others. Children are learning about healthy eating and actively plant, grow and harvest food from the nursery allotment; using this for daily snacks and in lunch preparation. The rich and plentiful resources supporting children's learning would be further enhanced by reviewing the positive images of gender roles.

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

This inspection took place following a recent serious incident which required Ofsted to issue a welfare requirements notice. The owner took immediate action following the incident by reviewing relevant policies and procedures, and plans to fully embed these with all staff. The owner and manager have a sound understanding of the Early Years Foundation Stage. They are extremely enthusiastic and motivated to maintain the standards of care and education provided for all children who attend. Staff are valued, which impacts positively upon morale and attitudes towards maintaining high standards of assessment and planning for their key children. Effective recruitment arrangements, regular supervision and annual appraisals of staff performance lead to a high level of consistency of practice. Information from any training attended is disseminated to further enhance knowledge and practice. The owner and manager monitor staff closely, reviewing the quality of the provision to ensure children receive a rich and challenging range of activities. Thorough analysis of planning in individual rooms means that any improvements can be quickly identified. Clear self-evaluation and continuous, rigorous assessment including each room's self-assessment of performance, supports how the nursery can further improve.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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	219075
Local authority	Central Bedfordshire
Inspection number	1005206
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	90
Number of children on roll	123
Name of provider	Fordfield House Nursery Ltd
Date of previous inspection	25/07/2014
Telephone number	01525 405 524

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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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