

Fern Hollow Day Nursery

4 Birches Nook Road, STOCKSFIELD, Northumberland, NE43 7PA



Inspection date

13 May 2015

Previous inspection date

4 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 working with pre-school children are particularly skilful in planning unique and interesting activities. This ignites children's curiosities and their thirst for learning. As a result, children are actively engaged and motivated in their play and, subsequently, make good progress.
- Staff give high priority to children's safety and welfare. They carefully assess risks to ensure children play in a very safe, secure environment.
- Children are well supported by staff to develop the skills they need to become independent in managing a range of self-care tasks. For example, children are encouraged to select their own resources and to serve themselves at snack time.
- Children are protected from harm because management and staff attend relevant safeguarding training to support their practice. This means that they understand the role they play in ensuring that all children are kept safe from harm.
- Systems to evaluate what is working well and what needs to improve are effective and take into account the views of staff, parents and children.
- The combined expertise of staff with higher level early years qualifications has a positive impact on the overall quality of teaching.

It is not yet outstanding because:

- The existing arrangements for the monitoring of staff performance are not yet consistently used to reflect fully on the impact of teaching, or to observe and share best practice, to help staff improve their knowledge and skills to the highest level.
- Staff in the baby room have not fully considered how the organisation of routine tasks, whenever possible, can be consistently carried out by the key person.

What the setting needs to do to improve further

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

- strengthen teaching further by ensuring observations of practice are focused more precisely on evaluating the impact of teaching, and used to inform ongoing training and share best practice, to build on children's good learning even further
- improve the organisation of routine tasks, so that babies are consistently supported by their key person, in order to enrich their learning and development to its fullest potential.

Inspection activities

- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector observed children of all ages engage in learning activities indoors and outside.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection and the setting's self-evaluation.
- The inspector checked evidence of the suitability and qualifications of staff.
- The inspector conducted a joint observation with the manager.

Inspector

Janet Fairhurst

Inspection findings

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

The nursery staff support children's learning and development well. Children's language development is also fostered well. This is due to positive input from staff, who continuously promote language development through questioning and the skilled use of toys and resources. Staff have an in-depth knowledge of how children learn. From this, they provide good-quality play experiences that interest children and capture their imaginations. For example, staff have responded very well to children's interests in fairy tales. This has enabled children to creatively use their imagination in many ways. For example, pre-school children enthusiastically re-enact a favourite fairy tale. Toddlers are enthused and motivated by planned activities, such as making gingerbread biscuits. Staff competently promote children's early literacy skills by encouraging them to select their name cards at the start of the sessions. They sing number songs, so that children develop early number skills. Staff carry out consistent observations and precise assessments, which accurately identify what children can do. This information is shared with parents, so they can discuss and agree the next steps to move children on in their development.

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

The care provided for children across the nursery is good. The key-person system works well overall and helps children to build trusting relationships with staff. However, babies' personal-care routines tend to be carried out by the member of staff whose turn it is on the rota, rather than by their key person. Consequently, staff miss valuable opportunities to engage with their key child during these intimate times, and to enhance relationships to the fullest potential. Meal times are occasions when staff encourage children to develop their social skills and to talk about healthy food choices. Children move on to school with confidence. This is because staff take effective steps to ensure they are well prepared for these changes.

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

The manager and staff have a good understanding of the requirements of the Early Years Foundation Stage. Recruitment, selection and induction procedures are clear and vetting procedures for staff are thorough. Close monitoring of all children's progress is carried out to promptly identify any areas for improvement, to help narrow gaps in their learning. Supervision meetings are used well to discuss children's safety, well-being and learning needs. The manager also carries out observations of staff practice as part of the supervision process. However, this is not always sufficiently focused on the impact of teaching, to raise the quality of teaching from good to outstanding. Parents speak highly of the nursery. They are encouraged to be involved in their child's learning at home and have opportunities to take resources, such as play dough, home to further support their enjoyment and achievement. Well-established links with local schools ensure children make smooth transitions into full-time education.

Setting details

Unique reference number	EY308455
Local authority	Northumberland
Inspection number	1010759
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	84
Name of provider	Fern Hollow Limited
Date of previous inspection	4 April 2014
Telephone number	01661 842717

Fern Hollow Nursery re-registered in 2008. The nursery employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and above, one holds a level 2 early years qualification and two hold Early Years Professional status. The nursery opens Monday to Friday, all year round. 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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