

The Fields Children's Centre Nursey

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



Inspection date	20 November 2015
Previous inspection date	21 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Senior management have successfully addressed previous areas for improvement and use effective self-evaluation to celebrate their strengths and identify further areas for development.
- Planning and assessment are used effectively to provide a wide range of good quality activities for children. As a result, children are motivated and enjoy participating in learning opportunities and so make good progress.
- Staff have a good understanding of their key children as they make regular and accurate checks on their learning and development. Consequently staff swiftly identify areas where children are not achieving as well as expected and take appropriate action to ensure these children catch up quickly.
- Children behave very well. Members of staff act as good role models, helping children to learn about respecting each other, being kind and collaborating together in their play.

It is not yet outstanding because:

- Information held on children under the age of two is not routinely added to the nursery's tracking system
- The planning for activities outside does not give enough consideration to the effective deployment of staff to ensure children get the most out of each learning opportunity.

What the setting needs to do to improve further

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

- make better use of the nursery's tracking system by including information on the progress made by children under the age of two, so that the impact of the nursery's work can be fully illustrated across all age groups
- review the deployment of staff to maximise support to children's learning and engagement in the activities offered outside.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector took account of the views of parents spoken to on the day of the inspection and engaged in discussions with the children and staff.
- The inspector looked at a sample of children's development records, planning documentation and some written policy documents.
- The inspector held a meeting with the manager and checked evidence of staff's suitability and qualifications.
- The inspector conducted a joint observation of children's activities with the manager.

Inspector

Susan Brockhouse

Inspection findings

Effectiveness of the leadership and management is good

The leadership team has ensured improvement in a short space of time. They have taken rapid and effective action since the last inspection. The governors effectively hold the leadership team to account. There is a strong focus on staff suitability through robust recruitment processes, professional training, supervision and monitoring of staff practice. This has improved the quality of teaching and learning, and helps to ensure any gaps in children's learning are closing. Good partnership with other agencies, such as health visitors and speech and language therapists, mean children get extra help with their learning and development swiftly. Safeguarding is effective. A comprehensive safeguarding policy is maintained and thorough risk assessments are undertaken to keep children safe. All staff attend regular training to ensure they have a broad and up-to-date knowledge of how to protect children.

Quality of teaching, learning and assessment is good

Teaching has improved and is now good. Enthusiastic staff have high expectations of what children can achieve. Staff plan activities that interest and engage children. They use assessment information increasingly well to ensure that learning builds on children's individual needs. This ensures that all children, regardless of their ability, ethnicity or special educational need, make good progress. Leaders carefully track and check the children's progress and help staff to plan small group activities for children who need extra support. However, information for younger children is not added to the nursery's tracking system, which means they do not have easy access to information on all children's continuing progress over time. Children's language and communication skills are promoted well. Great care is taken by staff to ensure that language is modelled precisely and correctly. During play staff successfully extend children's understanding of size, colour and shape. On occasions, staff supervise activities outside rather than engaging fully with children. Staff have strong relationships with parents. This ensures that parents are well-informed about their child's progress.

Personal development, behaviour and welfare are good

Children thoroughly enjoy their time at the setting and thrive in a happy, caring environment. Children of all ages develop and grow in confidence and independence. They put their own coats on before going outside and they choose which activities to play with. Staff continually remind children how to play safely and to be kind and thoughtful. As a consequence, children relate well to one another and are able to share and take care with toys and resources. Outdoor activities encourage children to take risks and challenge themselves as they climb and balance on apparatus. Effective working with the nursery school where most children move onto ensures a smooth transition.

Outcomes for children are good

Staff gather a good range of information about a child when they first start at the nursery. There is a firm focus on progress from the moment young children arrive in the baby room until they leave from the toddler room. As a result all children make good progress and are well prepared for their move to the nursery school.

Setting details

Unique reference number	EY280222
Local authority	Cambridgeshire
Inspection number	1025507
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 17
Total number of places	74
Number of children on roll	69
Name of provider	The Fields Children's Centre
Date of previous inspection	21 November 2014
Telephone number	01223 518333 01223 712444

The Fields Children's Centre Nursery opened in 2004. It is situated within the children's centre which is linked to Fields Nursery school 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 and cares for children up to the age of 3 years. The nursery receives funding for the provision of free early education for two-and three-year-old children. A board of governors oversee the operations of the nursery. There is an overall head of centre. She is supported by the deputy head teacher. The nursery employs 22 staff to work directly with the children. Of these, 20 hold appropriate qualifications between levels 2 and 6.

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