

Fisherfield Farm at Caldershaw Primary

Caldershaw Primary School, Edenfield Road, Rochdale, Lancashire, OL12 7QL



Inspection date	16 December 2015
Previous inspection date	19 March 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is outstanding

- Children's views and ideas are integral to the staff's provision of activities and resources which match their interests. Staff make outstanding use of the information they obtain about children's progress, interests and needs. They provide a wealth of exciting activities which help to ignite children's creativity and build their ability to concentrate.
- Children's achievements and well-being are very carefully noted by staff. Any changes are quickly addressed by working with the other settings that they attend and their parents. The views of parents, other settings and children are frequently sought to further promote improvement in the existing excellent quality of provision.
- Children play a central role in the organisation and running of the setting, demonstrating the staff's creative approach to developing children's sense of responsibility and their self-confidence. Children have excellent opportunities to learn how to manage their own safety and become aware of the needs of others.
- Staff demonstrate outstanding skills when helping children to think critically and contribute their ideas. They make exceptionally effective use of all opportunities to complement children's learning at school. Staff are highly enthusiastic and motivated.
- Children's behaviour is excellent and staff act as highly effective role models for them. Children respect the staff and each other. The opportunities for children to gain a positive awareness of diversity are rich and varied.
- Partnership working with the other settings that children attend is exceptional. Staff in other settings have ongoing access to records of children's achievements observed in the times before and after school. This contributes to the highly effective shared approach to promoting children's progress and well-being.

What the setting needs to do to improve further

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

- consider ways to involve children more in the assessment of their achievements and build on their excellent levels of confidence and thinking skills.

Inspection activities

- The inspector viewed the areas of the premises used by the setting.
- The inspector observed the quality of staff practice during activities and assessed the impact this has on children's play and progress.
- The inspector and the manager completed a joint observation of staff practice.
- The inspector looked at relevant documentation related to the provision for children's welfare and activities, along with evidence of the suitability of those working on the premises.
- The inspector and the manager discussed how continuous improvement is promoted in the setting. The inspector spoke to staff as appropriate.
- The inspector spoke to children and two parents during the inspection to gain their views about the setting. She also spoke to the headteacher of the host school.

Inspector

Jennifer Kennaugh

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding children are effective. The recruitment and induction of new staff is rigorous and helps to promote children's welfare. Staff know who to contact if they have concerns about a child. There are highly robust systems to bring about continuous improvement in staff practice, including for identifying their training needs. Training and mentoring for staff is highly focused and they are continually supported by the manager to build on their excellent teaching skills. Children benefit from this highly rigorous approach to improving staff practice. Children's views are also regularly sought to help improve staff's performance which shows the importance given to their views in the setting. Risk is managed highly effectively, with children contributing to assessments as part of their learning about staying safe. Parents have a wealth of ongoing routes to contribute information about their children's needs and experiences. The outstanding leadership and management of the setting help staff provide children with superb experiences as they learn, play or relax, before and after the school day.

Quality of teaching, learning and assessment is outstanding

The setting has exceptionally robust systems in place to identify any gaps in children's development and to address these with their main educational setting. Consideration is now being given to children becoming even more involved in assessing their achievements. Staff provide hugely exciting activities that promote children's exploration of a variety of materials and the changes that these can undergo. Staff make highly effective use of children's chosen activities to develop their knowledge of colours and numbers, as well as to stimulate their creativity. Children are very strongly encouraged to think of solutions to problems and to find the resources they need. Staff show children highly innovative ways to achieve the creative effects they want when making models. They provide interesting imaginative activities to encourage children to practise their ability to make marks and form letters. Children have frequent stimulating opportunities to enjoy games and other activities that help them learn to work as part of a team.

Personal development, behaviour and welfare are outstanding

Care practices are exceptionally well targeted to meet children's individual needs. Staff make extremely good use of all opportunities to promote children's development of independence and self-care skills. Children have excellent opportunities to learn how nutritious foods and exercise contribute to a healthy lifestyle, as well as how to maintain effective food hygiene practice. Support for children's emotional and physical well-being is superb at all times. Support for the youngest children's emotional well-being is meticulously planned with other settings they attend and they are secure and settled after the school day. The opportunities for children to gain satisfaction from taking on responsibilities and helping others are excellent and they are involved in many aspects of the setting's running. This helps them gain a very clear understanding of how they can contribute to decision making and how their views influence the choices offered in so many aspects of the provision.

Setting details

Unique reference number	EY314784
Local authority	Rochdale
Inspection number	862178
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 11
Total number of places	70
Number of children on roll	50
Name of provider	Fisherfield Farm Nursery Ltd
Date of previous inspection	19 March 2012
Telephone number	01706 347 100

Fisherfield Farm at Caldershaw Primary registered in November 2005. The setting operates from 7.45am to 9am and 3.30pm to 6pm, Mondays to Fridays, during term times only. The setting employs three members of staff who are qualified to level 3 in childcare and a manager who is qualified to level 6. The setting can also draw on staff from the other eight settings owned by the company as needed.

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