

Fisherfield Childcare

Sandbrook Childcare, Sandbrook Way, Rochdale, OL11 1SA



Inspection date

13 June 2016

Previous inspection date

22 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Staff have a thorough understanding of the early years foundation stage. The quality of teaching and learning are good. All children make good progress from their individual starting points.
- An effective key-person system is in place. Staff have a secure knowledge of children's individual needs and children have formed strong attachments to staff members. Staff regularly praise children and celebrate their achievements.
- Partnerships with other professionals are in place which support children's individual care and learning needs. Children who have special educational needs or disability are cared for by knowledgeable staff. Children who speak English as an additional language are supported well.
- Leadership and management are strong. The management team and staff work well together and liaise regularly with one another to share key information about children's needs. The management team regularly evaluates the service it provides and are proactive in making improvements.

It is not yet outstanding because:

- Staff do not support children well enough to explore different ways of solving problems.
- Children are not always supported by staff in understanding changes to their daily routines and, on occasions, this can lead to a deterioration in behaviour.

What the setting needs to do to improve further

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

- provide children with a wider range of opportunities to think critically and explore problem solving during play
- provide children with sufficient notice of when changes to the routine will occur and explain the purpose of these clearly so that children are well prepared and understand what they need to do.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed two joint observations of teaching with the nursery manager.
- The inspector held a meeting with the management team. She looked at relevant documentation, such as the nursery's self-evaluation, policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Elisia Lee

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the authorities to contact if they have concerns about a child's welfare. Staff attend regular meetings and access multiple training opportunities, which helps to support their continued professional development. One of the ways the quality of teaching is monitored is through staff observing one another and providing feedback. There are effective supervision sessions and appraisal systems in place. This places children at the centre of practice, as staff continually strive to fulfil their learning needs. Assessment systems are robust; staff track children's progress every three months, which allows any gaps in their learning to be quickly identified. Partnerships with other professionals are in place, which help to support children as they prepare for the next stage in their learning.

Quality of teaching, learning and assessment is good

Staff undertake regular observations of children as they play to assess their developmental stage. Planning is a key strength of the nursery. Staff provide activities which are extremely flexible and responsive to children's changing interests. Children are motivated learners and are engaged in play and exploration. Staff use a range of strategies to guide children's learning. For example, staff consider how they can differentiate activities for younger and older children that are cared for in the same room. All areas of learning are incorporated within planned activities, which engage and interest children. For example, children enjoy making different 'potions' after reading a familiar story. This is one of the ways that children are supported in becoming interested in literacy. There are good partnerships in place with parents. Information is regularly exchanged about children's progress and development.

Personal development, behaviour and welfare are good

Staff provide a friendly environment where children and parents are warmly welcomed. Staff support behaviour well in most cases. For example, older children are asked to help to devise behaviour rules for the pre-school room. Staff are positive role models; they promote good manners and teach children about taking turns and sharing. Children have the opportunity to learn about the local community and the wider world. For example, children go on outings into the local community and enjoy visits from different people, such as the police. Children's physical well-being is promoted through varied, healthy menus and daily access to outdoor play. Learning is continued in the outdoors. For example, children enjoy planting seeds and nurturing them. Partnerships with other professionals are in place to support children's individual needs. Key information is shared with teachers as children prepare to move on to school.

Outcomes for children are good

All children are progressing well in all areas of learning. Activities engage and motivate children of all ages and stages of development. Children are independent, communicate well and enjoy learning. They develop good social skills, organise their own ideas and play cooperatively together. Children are well prepared with the key skills they will need for the next stage in their learning, including the move on to school.

Setting details

Unique reference number	503593
Local authority	Rochdale
Inspection number	847973
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 - 5
Total number of places	55
Number of children on roll	93
Name of registered person	Fisherfield Farm Nursery Limited
Registered person unique reference number	RP518736
Date of previous inspection	22 November 2011
Telephone number	01706 352 333

Fisherfield Childcare is owned by the Fisherfield Farm Nursery Group. The nursery was registered in 2001. The nursery employs 14 members of childcare staff. Of these, nine hold an appropriate early years qualification at level 3 and above. The nursery opens from Monday to Friday all year round, except for the bank holidays and one week over the Christmas period. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs and those who speak English as an additional language.

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.

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