

Fearnley Day Nursery

1 Belmont Avenue, Low Moor, Bradford, West Yorkshire, BD12 0PD



Inspection date

17 January 2017

Previous inspection date

18 December 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 are reflective and use self-evaluation and training well to drive improvement. This contributes towards positive changes being implemented that improve outcomes for children and their families.
- Staff are positive role models and praise children regularly. This helps to build their high levels of self-esteem. Children behave well and have very good manners.
- The friendly staff team is sensitive to children's emotional needs and well-being. They display a warm, caring attitude and provide a stimulating environment where children are happy, settled and motivated to learn.
- Well-qualified staff provide a wide range of activities that promotes children's learning effectively. This helps them to develop the skills they need for their future learning, including their move to school. Children are confident, enthusiastic learners who are keen to explore and investigate.
- Children are supported well in developing a healthy lifestyle. They have regular access to fresh air, outdoor play and exercise, along with healthy and nutritious snacks and meals.

It is not yet outstanding because:

- Although children make good progress, staff do not always focus planning precisely enough to challenge children to the highest level.
- Staff do not always gather detailed information from parents and carers about their child's learning at the outset so that they can work together to help children to make even better progress.

What the setting needs to do to improve further

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

- target future plans for children's learning more precisely and challenge children to the highest level
- strengthen the two-way flow of information with parents, encouraging them to share more-detailed information about their child's capabilities when they first join the nursery.

Inspection activities

- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with one of the nursery managers.
- The inspector held a meeting with both nursery managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector viewed all areas of the premises used by children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed the nursery's self-evaluation and the impact this has on the nursery.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have completed training and have a good understanding of the signs of abuse. They are confident of the procedures to follow should they have a concern about a child's welfare. Practice is underpinned by a wealth of detailed policies and procedures. Regular supervision sessions and observations of staff practice continue to be embedded to support them in improving outcomes for children. Feedback from parents is positive. They would recommend the nursery to others and feel that their children are making good progress and are well prepared for school.

Quality of teaching, learning and assessment is good

Staff provide a wide range of resources and experiences which they base around children's interests and individual learning needs. This contributes towards children making good progress in their learning and development. Improvements have been made to the quality of teaching at the nursery. For example, staff promote children's emerging language skills well to extend their critical thinking, creativity and communication. Staff expand children's vocabulary by introducing new words that relate to their play. Staff introduce mathematical language to children. For example, they sing number songs and discuss size and shape. Younger children develop their hand-to-eye coordination as they use paints for making marks. Babies are engaged in play. They use blocks to make towers and pretend to serve lunch to their peers. Staff remain responsive to children's interests as they play. For example, children are deeply engaged as they make models from dough.

Personal development, behaviour and welfare are good

Mealtimes provide a positive social opportunity, where children sit with friends and staff. Children have opportunities to be physical. For example, they play outside on balance beams and ride-on toys. Children are encouraged to be independent learners as they manage their own personal care. Staff have developed good partnerships with the local schools and other professionals. There is an effective key-person system, this contributes towards children developing strong emotional bonds and trusting relationships. For example, staff in the baby room comfort new children if they become unsettled. Children are well prepared for transitions between rooms and for school. Staff provide a wide variety of opportunities which helps children to become aware of similarities and differences between people in society. This helps all children to feel valued and they demonstrate a strong sense of belonging in the nursery.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress. Children are well settled and develop good attitudes to learning. They show increasing independence in making decisions and select what they want to play with from the well-organised resources. Children look at books, happily exploring them on their own or with others. They enjoy playing in water and confidently access their own aprons before joining the activity. Children develop friendships, good social skills and become confident communicators.

Setting details

Unique reference number	302032
Local authority	Bradford
Inspection number	1063906
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	41
Number of children on roll	62
Name of registered person	Fearnley Day Nursery Partnership
Registered person unique reference number	RP908467
Date of previous inspection	18 December 2013
Telephone number	01274 691443

Fearnley Day Nursery was registered in 1996. The nursery employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications. Seven staff hold a qualification at level 3 and three staff hold a qualification at level 2. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. 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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