

Fairfield Nursery

Fairfield Private Day Nursery, 72 St. Helens Road, LEIGH, Lancashire, WN7 4HW



Inspection date	20 February 2017
Previous inspection date	24 October 2013

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of staff's teaching and interactions with children in the toddler room are not as strong as they are with all other children. Staff do not always respond to toddlers' emerging interests and fail to ignite their enthusiasm to learn new skills.
- Improvements identified by the managers are not always prioritised in an order that will have the most impact on raising outcomes for all children.
- Some aspects of practice in the toddler room do not do enough to promote children's good health.

It has the following strengths

- Staff caring for children in the 'baby cottage' create a very calm, welcoming and homely environment. Staff are attentive to children's individual needs and offer praise and encouragement in abundance. Their high-quality interactions are natural and nurturing.
- Children arrive positively and show their excitement when they see their friends. They have opportunities for outdoor play and enjoy the social occasions of mealtimes.
- Partnerships with parents are in place. This is one area that the managers have developed further. Parents are supported to share their knowledge of what they know their children can already do. Furthermore, parents receive tools, such as 'blue bags', to continue their children's learning at home.
- Managers have equipped staff with strategies for promoting children's positive behaviour. This has been successful and children's behaviour is good.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve the quality of teaching and interactions in the toddler room to help children to make good, or better, progress	24/03/2017
■ promote children's good health at all times and ensure that the risk of cross-contamination is minimised.	24/03/2017

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

- prioritise improvements identified through self-evaluation so that improvements that will have the most impact on raising outcomes for children are addressed first.

Inspection activities

- The inspector observed the quality of teaching throughout the nursery during activities inside and outdoors and assessed the impact this has on children's learning.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning their play experiences.
- The inspector completed two joint observations, one with the deputy manager and the second with the manager, for two different age groups of children.
- The inspector held a meeting with the manager and deputy manager. They discussed systems for monitoring staff performance, plans for future developments of the nursery and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to staff, parents and children during the inspection and took account of their views.

Inspector

Joanne Parrington

Inspection findings

Effectiveness of the leadership and management requires improvement

Since the last inspection, there have been changes to the management structure. The manager and new deputy manager work well together and have evaluated the quality of the nursery. They have listened to comments made by staff, parents and children and have used these to establish ambitious future plans. However, the goals set are not always prioritised to ensure that improvements that will have the most impact on outcomes for children are addressed first. Staff receive suitable supervision sessions that generally support their well-being. Managers are beginning to identify some training needs and utilising the good teaching skills from most of the existing staff. Safeguarding is effective. Clear policies and procedures are in place and adhered to by staff. Managers and staff have a good understanding of the procedures to follow if they have any concerns about a child.

Quality of teaching, learning and assessment requires improvement

Staff are well qualified and, overall, most use their knowledge and skills well. However, staff in the toddler room do not purposely engage with children as they play. They generally sit next to children and provide little interaction. They fail to ignite children's enthusiasm to discover and learn new skills. For example, children show great interest in magnetic maze boards. Staff do not teach them how to use the tools to get the magnets from one side of the maze to the other. Staff carry out observations and assessments of children's progress. Overall, the information they gather is accurate. Staff working with babies support their emerging communication and language skills. Babies often babble to each other and the staff, sharing their thoughts. Pre-school children have good opportunities to learn about letters and their pronunciations. Some of the most able children begin to link the letter sounds to letters of their name.

Personal development, behaviour and welfare require improvement

Staff form strong relationships with parents and children and get to know the family as a whole. This contributes to children's emotional well-being. Babies receive very effective care and genuine affection. This helps develop their self-awareness and begins to build their confidence and self-esteem. Children are generally supported to learn about making healthy life choices. For example, children brush their teeth after lunch and attend to other aspects of their personal care. However, some aspects of practice in the toddler room do not do enough to prevent cross-contamination. For example, staff do not make sure that children are unable to drink from each other's cup. Furthermore, the provision of healthy drinks is not always promoted.

Outcomes for children require improvement

Outcomes for children are variable. Babies are fully supported to build a secure foundation in the most important areas of their learning. They are happy individuals, who are becoming confident explorers. Pre-school children gain some skills that they will use at school, such as learning how to build friendships and be kind to each other. However, children in the toddler room are not always supported to continue the good progress they have previously made, due to the weaknesses identified.

Setting details

Unique reference number	501156
Local authority	Wigan
Inspection number	1064172
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 - 4
Total number of places	84
Number of children on roll	100
Name of registered person	Cheshire Care Limited
Registered person unique reference number	RP524530
Date of previous inspection	24 October 2013
Telephone number	01942 684251

Fairfield Nursery was registered in 2001 and is one of two nurseries owned by Cheshire Care Limited. The nursery is open Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 7am to 6pm. The nursery employs 17 members of staff. Of these, 15 hold appropriate early years qualifications at levels 2 to 6. One member of staff holds early years professional status. The nursery offers funded early education places for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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