

Fern Hollow Day Nursery

4 Birches Nook Road, STOCKSFIELD, Northumberland, NE43 7JL



Inspection date

10 April 2018

Previous inspection date

13 May 2015

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

- The manager and her well-qualified staff team evaluates the overall quality of practice. They review ongoing action plans and gather the views of others. This helps them to quickly identify and address weaknesses in practice.
- Staff promote children's good levels of self-esteem and they behave well. They provide regular praise and encouragement as children play. Staff play alongside children and sensitively model how to appropriately use resources and equipment. Children form good friendship groups. This demonstrates good social skills.
- Children are provided with healthy options during mealtimes. They use pretend food during role-play games and activities. Children wash their hands before mealtimes. They have regular opportunities to participate in physical activities. For instance, children use props and instruments and move their bodies during music and movement sessions.
- Babies explore paint and make marks on paper. Staff talk to children about the colours and marks they can see. This helps to promote children's early literacy skills.

It is not yet outstanding because:

- Staff, on occasions, do not organise daily routines, particularly mealtimes, in the most effective ways to promote children's engagement and levels of concentration.
- Staff, sometimes, do not fully incorporate what they know about individual children when planning activities to help them to make the best possible progress.

What the setting needs to do to improve further

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

- review the organisation of the daily routine so that children do not become distracted and remain interested
- sharpen the focus of planning that promotes individual children's development even further.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a number of discussions with the nursery manager. She looked at relevant documentation and evidence of the suitability of persons working on the premises.
- The inspector spoke to children, staff and parents during the inspection.

Inspector

Emma Allison

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff follow robust induction procedures when starting their employment at the setting. The manager reviews the ongoing suitability of staff. She conducts regular supervision sessions. This helps her to identify and address any training needs. Staff have completed training regarding behaviour management strategies and use this in practice. For instance, staff confidently identify potential triggers for sudden changes in children's behaviour and put a programme of support in place that help children to manage their feelings. The manager attends regular network meetings and shares information with other providers regarding children's developmental needs. This helps to provide a continued approach to children's learning. The manager regularly monitors children's progress. This helps her to identify and address any learning needs.

Quality of teaching, learning and assessment is good

Staff complete observations and assessments of children's learning. They use a secure, online learning portal and share observations and assessments with parents. Parents are very complimentary about the care that staff provide for their children. They comment that they have opportunities to contribute to their children's learning and are well informed about the progress their children make. Children participate in pretend play activities. For instance, they listen to stories and use props, such as cars and toy transport vehicles, to act out the story. This helps to develop children's imaginative skills.

Personal development, behaviour and welfare are good

Children are well settled. Staff gather detailed information from parents before children attend the setting. This helps staff to develop an understanding about what children know and can already do. Children are polite and well-mannered. They demonstrate good relationships with their key person. Children develop good levels of independence. They have access to a range of toys and resources.

Outcomes for children are good

Children make good progress. They are confident learners. Children show interest in familiar stories and join in enthusiastically with songs and rhymes. They use musical instruments, including drumsticks and tap out the sound of their names. This helps to develop children's communication skills. Children are provided with opportunities to develop their mathematical understanding. They participate in counting and matching games. Children work collaboratively on self-chosen tasks, including building large structures with blocks. They talk about how tall they are compared to their models. Children are engaged in their play and are motivated to learn. They are well prepared for their eventual move to school.

Setting details

Unique reference number	EY308455
Local authority	Northumberland
Inspection number	1092354
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	40
Number of children on roll	75
Name of registered person	Fern Hollow Limited
Registered person unique reference number	RP907558
Date of previous inspection	13 May 2015
Telephone number	01661 842717

Fern Hollow Day Nursery registered in 2005. The setting employs 15 members of childcare staff. All staff hold appropriate early years qualifications at level 3, including one with early years professional status at level 6. The setting operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays. The setting provides funded early education for two-, three- and four-year-old children.

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