

Freshfields Nursery School Ltd

Clifford Forge House, Clifford Road, Stratford-upon-Avon, Warwickshire
CV37 8HW



Inspection date	12 February 2019
Previous inspection date	17 October 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 observe and assess children's progress effectively. They plan well and challenge children successfully to reach the next stage in their development, using their good knowledge of children's different needs. Children make good progress.
- Children's personal, social and emotional development is good. They separate happily from their parents on arrival and interact confidently with staff. Children are settled and happy. Staff caring for babies continually use a gentle and reassuring tone of voice.
- Staff work effectively with parents to ensure that they are aware of and effectively meet individual care needs, such as medical and dietary needs.
- Staff adopt good strategies for supporting children's speaking skills, while also encouraging very young children to communicate through signing. Older children express themselves clearly and are inquisitive.
- Staff successfully promote children's learning about the natural world. Children gain an understanding of how to care for animals, and safety around animals, that are kept in the extensive and interesting outdoor learning areas. Babies enjoy imitating the sounds that the ducks make.
- All children make good progress in their mathematical learning, in accordance with their different stages of development. Staff encourage children to count and compare quantities and sizes while they play.
- Children practise their good handling skills while they play and while managing simple tasks for themselves, such as peeling their fruit at snack time.
- The management team does not make the most of some professional development opportunities, to build staff's good teaching practice to a higher level.
- Some staff do not support children in exploring textures and materials or in developing their own ideas and finding things out for themselves.

What the setting needs to do to improve further

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

- make the most of professional development opportunities to build staff's good teaching practice to a higher level
- enhance practice for supporting children in exploring textures and materials, developing their own ideas and finding things out for themselves.

Inspection activities

- The inspectors observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspectors completed a joint observation with the two managers of the nursery school and discussed teaching methods with them.
- The inspectors held meetings with the provider and managers. They looked at relevant documentation and evidence of the suitability and qualifications of staff.
- The inspectors spoke with staff and children throughout the day.

Inspectors

Jan Burnet

Yvonne Johnson

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff are aware of their responsibilities to protect children from abuse and neglect. They know the referral procedures to follow if they are concerned about a child. The managers and two staff are designated lead staff for safeguarding and they ensure that parents and all staff are aware of a thorough safeguarding policy. Procedures for recruitment, selection, staff suitability and induction meet requirements. The nursery premises are safe and secure. Staff are consistently deployed well and staff-to-child ratios meet requirements. The provider and nursery managers monitor the quality of teaching and the standard of the extensive indoor and outdoor play environments. Recent changes have been made to offer greater opportunities for children to choose resources for themselves. The provider and managers ensure that they, and staff, are up to date with early years issues. One way that they address this is through membership of an organisation for nursery providers.

Quality of teaching, learning and assessment is good

Staff challenge children effectively while supporting their play. Very young children build on their use of single words to form simple sentences. Staff promote their progress well as they sing simple rhymes at a pace that allows children to clearly hear and join in with some of the words. Two-year-old children gain confidence and an understanding of taking turns during a short group time. Staff sing a song that asks each child in turn to stand up in response to their name. They control their bodies well as the song continues with a request for them to turn around and bow. Young children begin to engage in imaginative role play, for example, they begin to show care for baby dolls. Older children involve their friends as they use their imagination in their play. Staff offer good support for older children to extend their mathematical knowledge while they play with dough. For example, they discuss weight, size and length. Children talk confidently about how they want their cakes to taste. Some children pretend that coloured glass beads are strawberries. Staff link the activity well to one of the children's favourite stories.

Personal development, behaviour and welfare are good

Staff provide good support as young children learn to share, take turns and show consideration for others. Children behave well. Staff praise children's efforts, achievements and positive behaviour, which helps to boost their self-confidence. Children develop an understanding of potential dangers and how to keep themselves safe. For example, while walking to the local village they learn how to cross roads safely and in the nursery they learn how to climb safely up and down the stairs. Children eat healthy meals and snacks. They learn to manage their self-care needs independently and how to manage simple tasks, such as putting on their own coats.

Outcomes for children are good

Children's learning builds well on what they already know and can do. They make good progress in readiness for the move on to school. Children develop good pencil control. Younger children talk about their creations when they make marks with paint and some can form the first letter in their names. Older children are learning the link between letters and sounds. They count and use numbers as labels for quantities.

Setting details

Unique reference number	200597
Local authority	Warwickshire
Inspection number	10093884
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	140
Number of children on roll	150
Name of registered person	Freshfields Nursery Schools Limited
Registered person unique reference number	RP522936
Date of previous inspection	17 October 2016
Telephone number	01789 261633

Freshfields Nursery School Ltd registered in 1990. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery employs 34 members of childcare staff. Of these, three hold qualified teacher status, two are qualified in early years at level 4, 18 are qualified at level 3 and three at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

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