

# Fisherfield Childcare

Edinburgh Way, Rochdale OL11 2PD



<b>Inspection date</b>	13 June 2019
Previous inspection date	27 March 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 are well qualified, experienced and have good relationships with children. They plan individualised and exciting activities that capture children's interests and current learning styles. Children are keen and active learners.
- Staff involve parents in the life of the setting and value them as partners in children's education. They use a variety of different strategies, such as electronic applications, parents' evenings and 'Social Saturday' events to keep parents fully up to date on their child's progress. Additionally, these methods are highly successful in supporting parents to extend children's learning at home.
- Partnerships with other professionals involved in children's care and learning are firmly established. Staff act quickly to address any potential gaps in children's learning. For example, the on-site special educational needs coordinator supports staff to implement and evaluate targeted learning plans. This joined-up approach helps children to make consistently good progress from their starting points and throughout.
- The enthusiastic leadership team and staff work hard to make constant enhancements to the learning environments and evaluate the impact of these on children's learning. Self-evaluation reflects the views and opinions of parents and children.
- Staff are encouraged to attend courses to maintain their professional development and enhance their teaching skills. This impacts greatly on children's learning. For example, training on communication and language, literacy and physical development has improved children's achievements in these areas.
- Leaders have recently revised policies and procedures with regards to mealtime arrangements and individual dietary needs. On rare occasions, these are not robustly implemented to ensure children's continued good health and wellbeing.
- At times, staff miss opportunities during group activities to support all children to join in, contribute their views and extend their learning and enjoyment.

## What the setting needs to do to improve further

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

- strengthen the monitoring of staff practice to check that they robustly implement policies and procedures to ensure children's good health and well-being at all times
- provide more opportunities during group-time activities so that all children are able to participate fully and extend their enjoyment and learning.

### Inspection activities

- The inspector observed the quality of teaching during activities carried out indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and area manager. She looked at relevant documentation and checked evidence of the suitability of staff.
- The inspector spoke to the staff and children throughout the inspection.
- The inspector spoke with a number of parents and took account of their views.

**Inspector**  
Donna Birch

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff have a robust understanding of the signs and symptoms of abuse and know who to contact should they have any concerns about a child's safety or welfare. Risk assessments are in place and implemented well by all staff. The setting is safe and secure. Recruitment and vetting procedures are robust. Staff consistently monitor the quality of educational programmes and evaluate the impact this has on children's achievements. Recent adaptations to practice include the implementation of 'in the moment planning' and 'loose parts' play. This has had a positive impact on extending children's creativity and critical-thinking skills. Overall, parents are highly complimentary about the quality of care and service provided for them and their children. Parents comment that they feel well informed and are impressed with the progress their child makes.

### Quality of teaching, learning and assessment is good

Children are curious and inquisitive explorers. Older children delight as they experiment mixing colours with paint. Babies enjoy the tactile experience of pushing objects through sand and feeling running water in their hands. Overall, staff ask some meaningful questions to test children's knowledge and understanding. Additionally, they introduce new words such as 'pinch', 'press' and 'huge' to extend children's vocabulary and thinking. Staff give high priority to teaching literacy and mathematics. Children take part in 'literacy project' activities to extend their reading and writing skills. For example, children are encouraged to read a variety of different books, use phonic sounds and make meaningful marks, such as forming the letters of their names. Staff weave mathematical concepts through all activities. For example, children count cutlery at mealtimes, compare sizes of vegetables they dig up outdoors and sing various number rhymes and songs.

### Personal development, behaviour and welfare are good

Key-person relationships are strong. Settling-in systems for new children and systems to support children with moves within the setting are highly successful. All children, including those who are very new to the setting, are very happy and content. Staff are excellent role models who lead by example. They provide constant praise and encouragement and give consistent age-appropriate messages to children about their conduct. All children behave very well. They flourish as they move freely between the excellently planned indoor and outdoor learning environments. Children experience safe risk and challenge as they balance on beams and use equipment such as scissors. Meals and snacks provided for children are healthy and nutritionally balanced.

### Outcomes for children are good

Children are equipped with the skills they need for the next stage in their learning and the move on to school. They embrace the challenge of doing things for themselves and have a can-do attitude to learning. Children are independent and are developing good social skills. They relish tasks such as setting the table for lunch, serving their own food and pouring their own drinks. Children have good levels of self-esteem, are polite, helpful and greet visitors with confidence.

## Setting details

<b>Unique reference number</b>	316453
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10100551
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	92
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Fisherfield Farm Nursery Limited
<b>Registered person unique reference number</b>	RP518736
<b>Date of previous inspection</b>	27 March 2013
<b>Telephone number</b>	01706 654000

Fisherfield Childcare registered in 1999. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at levels 2 to 6. The nursery is open 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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