

Inspection of Fisherfield Childcare

34 Bagslate Moor Road, Norden, Rochdale, Lancashire OL11 5XT

Inspection date: 22 November 2019

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive due to the exemplary care they receive within this rich and vibrant nursery. They are exceedingly happy and secure and are highly enthusiastic learners. Children are confident and self-assured. They make excellent progress in all aspects of their learning because staff have incredibly high expectations of them. Children's behaviour is exemplary as they work collaboratively, sharing their thoughts and ideas. Older children show kindness and patience towards their younger friends as they demonstrate how to link pieces together to make a rocket in the garden. They enjoy daily yoga and mindfulness activities that help them to regulate their behaviour, manage their emotions and prepare them magnificently for learning.

Staff are exceptionally kind and caring and build excellent bonds with children. They are wonderful role models and support each child effectively, taking into account their individual needs. Support for children with special educational needs and/or disabilities is exceptional. Staff demonstrate a strong commitment to working with external agencies. They act on the advice given to them and implement timely interventions that truly enable children to excel. The quality of education is superb. Staff use precise observations and timely assessments of children's learning to plan enjoyable and challenging experiences. For example, when children explore colour mixing, highly engaging staff encourage children to use descriptive words such as 'apricot', 'mustard', 'fuchsia' and 'steel'. Staff passionately describe their vision to nurture the next generation of 'thinkers' and 'doers'.

What does the early years setting do well and what does it need to do better?

- Children have superb opportunities to learn about the world around them. They relish 'nature play' activities where they develop an astute understanding of how to keep themselves safe as they explore woodlands and green spaces. Children pay fortnightly visits to a local residential home, which affords them with wonderful opportunities to engage with the older generation. They share books, play games and converse together, developing empathy, understanding and an awareness of their place within society. Children listen to stories in Greek and Portuguese, recognise flags from around the world and welcome their friends by saying 'hello' in many different languages during circle time.
- Excellent attention is given to children's communication and language development. The staff have implemented a literacy project where children become immersed in stories. Together with staff, they read, use prediction and develop props to use in their storytelling. For example, babies and toddlers confidently use objects to retell the story of 'The Very Hungry Caterpillar'. An exciting 'secret reader' initiative means that children enthusiastically try to guess

who will be the special visitor to nursery to read them a story.

- An abundance of opportunities are provided to nurture children's independence and self-care skills. Children who are not yet two years of age competently serve themselves food at lunchtime. They skilfully spoon pasta onto their plates and clean their own hands and faces when finished. They also chop vegetables such as carrots and parsnips to use in their imaginative play experiences, showing control as they proficiently use children's play knives.
- Children are absorbed in meaningful experiences that cover all areas of learning. Older children animatedly predict what they think may happen as they create a science experiment using baking soda and vinegar. Staff adeptly introduce vocabulary such as 'reaction' when children describe the two ingredients mixing together. They use expert questioning to challenge children's thinking and understanding and encourage them to continually make links in their learning.
- Partnerships with parents are superb. Extensive information is gathered when children first start at the nursery, which helps inform children's starting points. Staff value and respect parents as partners in their children's learning and encourage regular contributions, through the sharing of next steps and children's achievements at home. Staff provide highly supportive and informative workshops for parents on an array of subjects such as toilet-training, e-safety, healthy eating and attachments.
- The management team is truly inspirational. Managers have a highly ambitious vision for the nursery, which they communicate tremendously well. They also set particularly high standards and every member of the team continually strives for excellence. The management team observes and monitors staff's practice robustly and provides an extensive programme of professional development. The nursery's owners have recently opened a dedicated well-being centre, and staff can freely access a wealth of services and specialist assistance as needed. This immense support enables staff to continually provide the best possible teaching and learning experiences for children.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and welfare are given the highest priority. All staff have a robust understanding of their role and responsibility in protecting children from harm. They have undergone extensive training to help them identify safeguarding concerns and regularly discuss safeguarding scenarios in team meetings. Meticulous documentation is maintained, including accident records and daily risk assessments. Staff are deployed very effectively, and high levels of adult-to-child ratios are consistently maintained. Detailed parent inductions conducted at the start of children's placements robustly outline the staff's duty of care in safeguarding children's welfare.

Setting details

Unique reference number	503234
Local authority	Rochdale
Inspection number	10109660
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	49
Number of children on roll	70
Name of registered person	Fisherfield Farm Nursery Limited
Registered person unique reference number	RP518736
Telephone number	01706 352 000
Date of previous inspection	10 September 2013

Information about this early years setting

Fisherfield Childcare in Bamford, Rochdale is one of eight provisions run by Fisherfield Farm Nursery Limited. The nursery registered in 2001. It opens Monday to Friday from 7.30am until 6pm for 51 weeks of the year, excluding bank holidays. The nursery employs 13 members of childcare staff. Of these, seven hold appropriate early years qualification at level 3 or above and the nursery manager holds a Level 6 early years qualification. The nursery provides funded early education for two-, three- and four-year-olds.

Information about this inspection

Inspector
Karen Cox

Inspection activities

- The inspector took part in a tour of the setting with the nursery manager, to gain an understanding of how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting and a selection of policies and other records.
- Observations were made of the quality of teaching during activities indoors and outdoors, and the impact this had on children's learning was assessed.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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