

Inspection of Fern Bank Private Day Nursery

116 Sharoe Green Lane, Fulwood, PRESTON PR2 8HL

Inspection date:

7 January 2020 - 11 February 2020

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

In the main, this is a well-organised nursery where children's learning is given high priority. However, leaders have not always rigorously responded to, or managed effectively, all potential child protection concerns. Therefore, safeguarding procedures are not robust. The breaches of legal requirements mean that children's safety has been compromised. Despite this, children and families feel welcome in this spacious setting. Staff organise the well-designed space with great consideration for children's needs and interests. They plan for each child's specific development and next steps. This ensures consistent progress of all children. Speech and language are a high priority as all children have access to a wide selection of books and stories. Staff expertly adapt their language to the needs of different children. This helps children to develop their social skills and be inquisitive in their play. Children feel safe and have close, positive relationships with staff. This helps children to manage their emotions and become more resilient.

All staff have high expectations of children's behaviour. Children are very well behaved and understand the 'golden rules'. They respect each other's decisions and feelings as they play. Children take turns and listen to staff, who take time to help and give explanations. The pre-school council has opportunities to help organise outings and activities. Older children serve their own food, and younger children are encouraged to feed themselves. However, some children are waiting too long for their meal, which is unsettling for them.

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

- Leaders and managers closely monitor the quality of education children receive. They have ambitious plans for improving opportunities for children's learning even further. However, leaders do not implement safeguarding policies and practice with the same vigilance. They do not always link with operational leaders and other safeguarding partners to check and monitor their decision-making processes to help them keep children safe.
- The curriculum is firmly embedded throughout the nursery, and children benefit from meaningful learning experiences. Staff accurately assess children's development and plan appropriately challenging next steps. Children make consistently good progress from their starting points. This includes children with special educational needs and/or disabilities.
- Children take part in a variety of experiences in the local community. They have regular visits to a local care home and have developed memorable relationships with some of the residents. Children of all ages explore the nearby woodland on nature days. A local football club runs regular sessions at the nursery. This helps children to take part in experiences they may not otherwise have access to.
- Children have positive attitudes to learning and are motivated to take part in

activities. For instance, they enjoy shopping in the role-play supermarket with real money. Children demonstrate high levels of curiosity while playing. They are delighted to discover the superhero den in the garden and quickly start to role play. Children learn to be sociable and enjoy each other's company. They understand each other's feelings, demonstrate resilience and are encouraged to respect each other. They take turns and listen to each other as they discuss the length of track they need to complete their train track.

- Staff focus on developing children's speaking skills consistently. Staff speak clearly. They repeat words and phrases back to children to help develop their vocabulary. The focus on language is fostered further by regular visits to the local library. Children listen attentively to stories and rhymes, and are developing a love of books and stories.
- All children benefit from extensive outdoor learning, good hygiene practice and consistent opportunities to be independent in their self-care. However, the lunchtime routine is not consistent and children are waiting too long for their meal. Children's well-being at these times is not fully supported.
- Managers have an aspirational vision to provide inclusive early education. They are passionate about their roles and are caring and supportive to their team. Staff report high levels of well-being and enjoyment in their roles. They feel valued, both as individuals and as a team.
- Systems for support and supervision are firmly embedded. However, the current arrangements to promote staff's professional development are not as effective as possible. Training does not always help staff improve their practice and the outcomes for children they care for.
- Parents highly recommend the nursery and are extremely happy with the service they receive. They feel very involved in their children's learning. Parents are invited into the nursery to read stories to the children and take part in activity sessions.

Safeguarding

The arrangements for safeguarding are not effective.

On a recent occasion, leaders failed to respond effectively to information which gave staff cause for concern about a child's safety. Leaders failed to identify potential indicators which could suggest a risk of harm. They did not follow the nursery's own procedures, refer the information to their safeguarding operations manager or seek advice from their local safeguarding assurance partnership. Leaders failed to consider the importance of creating an environment where the voice of the child is prioritised in helping to keep them safe. The response to and management of the concerns compromises children's safety. Other practice relating to children's safety is good. The nursery is secure and well maintained. Assessments of all areas are completed regularly to minimise risk to children. Strong recruitment procedures are in place to ensure every member of staff is suitable to work with children.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that training equips designated lead practitioners to identify signs of possible risk of harm	11/03/2020
ensure that designated lead practitioners understand and implement the setting's child protection policies, including their responsibility to liaise with local safeguarding partners where information gives possible cause for concern or indicates a child may be at risk of harm	11/03/2020
ensure statutory agencies are notified about information which gives cause for concern about children's safety or welfare without delay.	11/03/2020

Setting details

Unique reference number	EY545689
Local authority	Lancashire
Inspection number	10106824
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	98
Number of children on roll	74
Name of registered person	Just Childcare Limited
Registered person unique reference number	RP900954
Telephone number	01772 717 639
Date of previous inspection	Not applicable

Information about this early years setting

Fern Bank Private Day Nursery registered in 2017 and is situated in Preston. The nursery employs 16 members of childcare staff. Of these, 13 hold relevant childcare qualifications, including the manager. The nursery operates all year round. Sessions are from 7.30am to 6pm on Monday to Friday, except for bank holidays and one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Jasmin Sanders

Angela Rowley

Inspection activities

- The manager took part in a learning walk with an inspector to assess the intent and implementation of the curriculum across all age ranges and the nursery environment.
- An inspector and the manager took part in a joint observation to assess the quality of teaching and evaluation of practice.
- Parents discussed the level of involvement in their children's learning and their views about the service they receive with an inspector.
- Inspectors spoke to staff and children at appropriate times throughout the inspection.
- Inspectors looked at a range of documentation and records and checked the evidence of suitability of those working at the nursery.
- An inspector held a meeting with leaders and checked information relating to staff training and safeguarding matters.

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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