

Inspection of Fisherfield Childcare

Derby St, Heywood, Rochdale, Lancashire OL10 4QJ

Inspection date: 2 December 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are greeted by friendly staff as they arrive at the nursery. In response to the COVID-19 pandemic, leaders have made effective changes to the nursery to keep children safe. Parents now drop children off and collect them from staff at the door. Children have adapted well to these changes. They separate from their parents with ease and enthusiastically enter the nursery. Children start the day singing songs and listening to a familiar story.

Children's behaviour is very good. They listen to staff and follow instructions well. Staff make good use of picture cards to support children to understand what is happening now and next. Staff have high expectations for children. They plan activities which ignite children's curiosity. Younger children have the opportunity to make their own dough. They have great fun making marks in the flour with their fingers. Children then use toy dinosaurs to make marks in the dough. Older children enjoy being able to chop real vegetables. Staff talk to children about how to safely use tools to cut. Staff support children to learn about healthy food choices. During mealtimes, staff talk to children about what they are eating. They discuss where the food has come from and how it changes from uncooked ingredients into the food which they are eating.

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

- Leaders and staff have a good understanding of how children learn. They plan opportunities for children which build on what they already know and can do. Children are able to make choices for themselves. They enjoy carrying out science experiments. They eagerly mix ingredients to create chemical reactions. Staff introduce children to new ideas. They allow children time to test these ideas out and problem-solve, for example as they mix primary colours of paint to make new colours. Children are well prepared for their future learning.
- Children are making good progress with their communication and language development. Staff make effective use of songs to introduce children to new words. Children enjoy a 'book of the week'. This helps children to recall the main events and encourages them to join in with the story. Staff support children who speak English as an additional language. They use key words in the children's home language to support their understanding.
- Children, in general, are confident and able to express themselves well. However, staff do not always recognise when quieter children have not had the same chances as others to join in with activities. This means that the less confident children do not always benefit from the same opportunities to further extend their learning. Children share and take turns. They are polite and use their manners well. Children's emotional well-being is well supported. Staff encourage children to identify and talk about their feelings. Children learn how

to calm themselves through mindfulness activities.

- Children have ample opportunity to be physically active. They play outside in the fresh air. Children join in with dancing and yoga activities inside. Staff support children to learn about how to keep their teeth healthy through regular brushing and eating healthy foods. Staff introduce children to other cultures and invite them to celebrate different events and festivals.
- Leaders identify staff training needs effectively through supervision meetings and mentoring. Staff training has a positive impact on children's learning. For example, staff attended training on how to support children to become more physically active. Children's needs are being met. However, due to staffing arrangements, some staff are responsible for large key groups of children. Consequently, these staff have a greater workload than others.
- Parents speak highly of staff. They express that their children are happy at the nursery. Parents feel that staff communicate well with them. Staff guide parents effectively on how to support children's learning at home.
- Leaders support families and direct them to other services, which ensures that children's needs are well met. Leaders have good relationships with other professionals. Staff support children with special educational needs and/or disabilities effectively. Leaders understand how to access early help from other professionals in a timely manner to ensure that children receive the support they need.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a thorough knowledge and understanding of safeguarding. They are aware of the possible signs and symptoms of abuse and know how to correctly report concerns to the correct agencies should they be worried about children's welfare. Leaders use recruitment procedures that include a good range of checks to help to ensure that staff are suitable to work with children. Staff carry out daily checks of the nursery to keep children safe. Staff are trained in paediatric first aid and report accidents correctly. Leaders have an evacuation procedure in place, which is understood by staff and children.

What does the setting need to do to improve?

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

- support staff to ensure that they are consistently promoting the highest levels of participation for those children who are quieter and less confident
- improve the key-person system to ensure that all staff have a fair and manageable workload.

Setting details

Unique reference number	2537186
Local authority	Rochdale
Inspection number	10208603
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 at time of inspection	0 to 4
Total number of places	102
Number of children on roll	46
Name of registered person	Fisherfield Childcare Limited
Registered person unique reference number	RP518736
Telephone number	01706 659000
Date of previous inspection	Not applicable

Information about this early years setting

Fisherfield Childcare registered in 2019 and is based in Rochdale. The nursery employs seven members of staff, all of whom are trained in early years up to level 3. The nursery is open from Monday to Friday all year round, except for bank holidays and over the Christmas period. Sessions are from 7.30am to 6pm.

Information about this inspection

Inspector

Suzanne Fenwick

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The deputy manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector about what they enjoy doing in the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with leaders about the leadership and management of the nursery.
- The inspector observed the quality of education provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a science activity with the deputy manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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