

Inspection of Fisherfield Childcare

Fisherfield Childcare, Dorset Drive, Bury BL9 9DN

Inspection date: 11 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children enjoy a range of exciting activities. They are frequently challenged to try new things and develop new skills. The programme of learning is broad and children make good all-round progress. For instance, older children have a passion for the natural world around them. Staff weave this interest into play to help to promote children's awe and wonder of nature. Children eagerly explain how they have recently watered and tended to cress seeds to help to promote growth. They develop empathy and responsibility as they carefully nurture seedlings. Staff skilfully extend learning through their subtle suggestions and interactions. Children are encouraged to cut cress with scissors. They practise their emerging physical skills, concentration and hand-eye coordination. Children are well supported in their learning through quality teaching and exciting learning opportunities.

Children demonstrate they are happy, settled and feel safe in the nursery. They excitedly wave goodbye to their parents when they are dropped off. Children anticipate the day with enthusiasm and are very eager to explore the range of activities immediately available to them. They have fun and enjoy the time they spend at the setting. Children behave well. They are kind to their friends, wait patiently for their turn and share their toys. Children listen to staff and follow instructions. They show respect for their environment and tidy up toys prior to moving to play elsewhere. Children know right from wrong and behave well. The manager and staff have recently reviewed the vision statement for the setting to consider the impact of the COVID-19 pandemic. The revised vision statement and subsequent staff focus are on children's well-being and emotional security.

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

- Teaching to support communication and language is excellent. Staff model language through stories, conversations and singing songs with children. Babies babble and staff use repetition to support emerging language. Staff introduce new words to extend older children's already good vocabulary. To illustrate, children talk about the centipede and woodlice they have found in the garden. They use descriptive language, such as 'habitat', to extend knowledge. Children enjoy practising their emerging language skills. They chat at social times of the day, such as mealtimes. Children talk about their morning activities and answer questions as they eat. All children are confident communicators.
- Planned activities start with simple games and gradually increase in difficulty. This effective teaching strategy helps to build children's confidence and promote their can-do attitude. For example, children balance on stepping stones. They extend core strength and physical skills as they are challenged to move from one stone to another. Children's positive attitude creates a secure foundation for their future learning.

- Staff frequently observe children and check the progress they make through assessment procedures. They know what children can do and plan activities to extend skills. However, sometimes teaching is not precisely focused on what children need to learn next.
- The atmosphere throughout the nursery is calm and tranquil. Staff are gentle in their interactions with children who are happy and settled. Staff are attentive to children's individual needs. However, sometimes staff complete tasks for children without giving them time to try and practise themselves.
- All children are valued and their uniqueness is fostered in this inclusive nursery. For instance, staff encourage less confident children to join in and share their ideas. This considerate teaching enables all children to feel valued and builds children's confidence and sense of self-worth.
- The nursery has established secure links with local schools and wider professionals, such as midwives and speech therapists. Professional partnerships help to ensure all children are well supported in their learning and transitions to school are smooth.
- Teamwork is strong. Staff communicate well, share responsibilities and delegate tasks. Notably, many staff have worked at the setting for a number of years, led by an ambitious manager. As such, children are cared for by a stable, committed and experienced staff team.
- The manager seeks the opinions of parents, staff and children to reflect and evaluate the provision. Plans to improve are relevant and represent the views of those who access the service. Partnerships with parents are good.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their safeguarding responsibilities. They know how to identify signs a child might be at risk of harm and how to respond following local guidelines. Knowledge of child protection extends to wider safeguarding issues, such as radicalisation and extremism. The manager spot checks the knowledge of staff frequently and insists on regular refresher training for all staff. Safeguarding is given high priority. Risk assessments throughout the setting are rigorous and children are continually well supervised. The environment is safe and secure for children to play and learn.

What does the setting need to do to improve?

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

- develop staff's understanding about how to plan more precisely for children's next steps in learning and support rapid progress
- extend opportunities for children to complete tasks for themselves and develop their already good independence and self-care skills even further.

Setting details

Unique reference number	EY310019
Local authority	Bury
Inspection number	10219614
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	110
Number of children on roll	81
Name of registered person	Fisherfield Childcare Limited
Registered person unique reference number	RP518736
Telephone number	0161 761 5770
Date of previous inspection	21 May 2019

Information about this early years setting

Fisherfield Childcare registered in 2006. The nursery employs 11 members of childcare staff, 7 of whom hold appropriate early years qualifications ranging from level 2 to level 6. The nursery opens Monday to Friday from 7.30am until 6pm for 51 weeks of the year. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Jacques

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager completed a learning walk with the inspector and discussed how she designs and implements the curriculum.
- A range of documentation was sampled by the inspector, including evidence of the suitability of all staff.
- The inspector and room leader completed a joint evaluation of an activity and discussed the impact of teaching on children's learning.
- Staff and children spoke with the inspector at appropriate times throughout the inspection. The inspector spoke with parents and reviewed their written comments. The views of staff, children and parents were considered by the inspector.

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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