

# Inspection of Fearnley Day Nursery

1 Belmont Avenue, Low Moor, Bradford, West Yorkshire BD12 0PD

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Inspection date: 12 April 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff provide a warm, nurturing environment for children and show genuine care for their well-being. The nursery is vibrant, colourful and stimulating. Children display high levels of confidence and staff work hard to support them in all areas of their learning and development. For example, children engage effectively in role play with staff and others. They use their imagination to feed toy dolls and make tea for their families out of play dough.

Children wash their hands independently before and after eating. They learn about good oral health. Staff work in partnership with parents to continue this at home. Children enjoy healthy, wholesome, nutritious snacks and meals. They are offered fruit and vegetables daily. This helps to promote children's health and well-being. Children play independently together and enthusiastically explore their environment. They show that they feel safe and settle quickly. Children form good friendships with one another. They are happy to share toys and resources. Staff are positive role models and have high expectations for children's behaviour. They promote children's efforts and offer lots of praise when they succeed. Children demonstrate good behaviour and follow the nursery routine well. For example, children are encouraged to help tidy the toys away, which they do happily to music.

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

- Children demonstrate positive attitudes to their learning and make good progress. Staff provide opportunities for children to broaden their experiences and build secure foundations for their future learning.
- Staff show a clear commitment to providing high-quality care and education for all children. They construct a curriculum that builds on what children already know and can do. Staff follow children's interests and extend their play. For example, in the toddler room, staff add large wooden bricks to an area that is set up with toy dinosaurs. They encourage children to balance and use their physical skills.
- Managers and the staff team are enthusiastic about developing the quality of the provision. They take account of the views of children, parents and staff when they plan developments. Supervision arrangements for staff are in place. However, managers do not swiftly identify training needs for staff to help strengthen the overall quality of teaching.
- Parents speak positively about staff and their children's experiences at the nursery. They comment that they feel supported and are made to feel welcome. Parents praise the level of communication they receive about children's learning and development. They particularly like the daily discussions on collection and enjoy reading about their children's day online. In response to the COVID-19

pandemic, parents have started to come back into the nursery to drop off and collect their children.

- Older children develop essential skills in readiness for school. They are keen and motivated learners. The manager has close partnerships with other professionals and promotes continuity of learning. For example, teachers from the local school visit and spend time with the pre-school children in preparation for school.
- Staff plan interesting and exciting activities for children. For example, young children enjoy exploring in a water tray with rocks, plants and minibeasts. Children use nets and develop their finer physical skills. Older children enjoy using dough to strengthen their fingers in preparation for early writing. These skills help to prepare children for their next stages of learning.
- Older children join in with number songs and enjoy listening to simple stories in small groups. They delight in repeating well-known lyrics to songs about the days of the week. Staff model and repeat new words to babies as they play. Children, including babies, demonstrate excellent language skills. For instance, they use words such as 'satsuma' and 'sausage'. Staff model language well and generally engage children in good-quality conversations. However, at times, children are not given enough time to gather their thoughts and answer the questions asked.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good knowledge of child protection issues. They can identify the signs and symptoms which may indicate that a child is at risk of harm. Staff know who to contact if they have concerns about a child's safety and welfare. Staff have regular quiz sessions to update their knowledge. They are fully aware of their roles and responsibilities around safeguarding, including broader safeguarding issues. They maintain a safe environment for all children. Staff develop children's awareness of staying safe. For example, children benefit from activities that help them to learn how to stay safe when crossing the road.

## **What does the setting need to do to improve?**

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

- build on supervision sessions for all staff to identify training needs, particularly in relation to providing further challenge and to help deepen children's engagement in learning
- provide children with the time they need to process their thoughts and formulate a response to a question.

## Setting details

<b>Unique reference number</b>	302032
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10229393
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	41
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Fearnley Day Nursery Partnership
<b>Registered person unique reference number</b>	RP908467
<b>Telephone number</b>	01274 691443
<b>Date of previous inspection</b>	17 January 2017

## Information about this early years setting

Fearnley Day Nursery registered in 1996. The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications. Nine staff hold qualifications at level 3, two staff hold qualifications at level 2, and one staff member is working towards a qualification at level 2. 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.

## Information about this inspection

### Inspector

Jennifer Cowton

## 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 inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact on children's learning.
- A joint observation was carried out by the manager and the inspector.
- The inspector held a discussion with manager in relation to the leadership and management of the nursery. She looked at relevant documentation, including evidence of recruitment, staff's qualifications and their suitability to work with children. The inspector discussed children's learning and development with the staff team and nursery manager.
- The inspector spoke to parents and obtained feedback for the inspection.

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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