

Inspection of Fairfield Day Nursery Limited

The Fairfield Centre, Carnforth Drive, WORCESTER WR4 9HG

Inspection date: 6 October 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	Outstanding

What is it like to attend this early years setting?

The provision is good

Children feel happy and safe in this friendly and nurturing environment. They form strong bonds with the adults who care for them. Staff play alongside children and help them to develop good levels of engagement and concentration. Young children explore the sand tray and dig for treasure, and staff help them to collect and count the treasure and encourage them to persevere. Children smile while they play alongside their key person and enjoy being told how well they have done.

Children behave well because staff know how to help children manage their own behaviour. Children calm with the support of their key person who helps them settle into quiet spaces. Children communicate their needs using visual images. They learn to feel proud of themselves because staff have created a culture in which children's achievements are celebrated. Children hug their friends and say 'well done' when they finish building a tower together.

Children make good progress because staff want all children to succeed and be ready to start school. Additional funding is spent to support children's development. For example, staff think about what each individual child needs and offer extra sessions, staff training, and purchase equipment to support children's individual needs.

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

- Leaders are reflective and want the best outcomes for children. They have implemented a new curriculum. This helps staff follow the interests of children. For example, children in pre-school pretend to be doctors, so staff introduce costumes and props and help support their play. The curriculum helps children to show good levels of engagement. However, while many children enjoy learning outside, access to the outdoor area is limited. To further enhance the curriculum, staff should consider how to increase outdoor learning opportunities.
- Children with special educational needs and/or disabilities (SEND) receive prompt early support. Staff work exceptionally well with parents and other professionals to create individual learning plans to help children with SEND progress well from their starting points. Partner agencies praise the nursery for supporting parents to arrange and attend appointments to support children in their health, education and well-being.
- Parent partnerships are strong. Parents describe the nursery as being a caring setting that nurtures their child and the whole family. Staff provide regular updates for parents about their child's ongoing progress. Staff makes sure that strategies used to support children at nursery are shared with parents to support their child at home.
- Care practices are good, and staff meet the needs of children. Staff find out

about children's care routines before they start nursery by offering settling-in sessions and meetings with parents. As a result, staff have a good knowledge of their children and can quickly spot when they are feeling poorly. Babies are rocked and sung to sleep by their key person. Babies drift off to sleep because they feel relaxed and cared for by their key person.

- Staff encourage children to be independent. For example, in the baby room, staff help children to choose healthy snacks, and they feed themselves with a spoon. Older children receive guidance on self-dressing. They change their outdoor shoes when they arrive and put their coats and bags away. This fosters their independence in carrying out activities for themselves and helps to prepare them for school.
- Children are supported to progress in their communication and language skills. Staff regularly sing songs, tell stories and build on words children know. Children confidently communicate with their friends, and staff help them to engage in meaningful conversations, which widens vocabulary. During lunch, children use good manners and take turns while they wait to be served.
- Leaders review staff workload. As a result, they have reduced paperwork so that staff have more time to help children learn. Staff say this helps them to put children's needs first and to spend their time playing alongside children. However, leaders could offer further support to staff to help them plan individual next steps for children that are specifically focused and age appropriate.

Safeguarding

The arrangements for safeguarding are effective.

Leaders plan regular training opportunities to help staff keep their skills and safeguarding knowledge up to date. Staff know exactly what to do if they have concerns about a child. Leaders have clear systems in place to help staff be confident in taking necessary action. They are aware of signs and symptoms that a child could be at risk of harm. Procedures for recruitment, selection and induction are robust, and this ensures that staff have the required skills to attain the best outcomes for children. The premises are secure. Staff are vigilant and minimise potential risks, indoors and outdoors.

What does the setting need to do to improve?

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

- provide children with more outdoor learning opportunities based on their specific interests and preferences
- support staff to plan next steps that are focused on the individual age and stage of development of each child.

Setting details

Unique reference number	EY455060
Local authority	Worcestershire
Inspection number	10233861
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	80
Number of children on roll	73
Name of registered person	Fairfield Day Nursery Limited
Registered person unique reference number	RP902549
Telephone number	01905 755556
Date of previous inspection	1 November 2016

Information about this early years setting

Fairfield Day Nursery Limited registered in 2012. The nursery is in Worcester and has close links with the children's centre where the nursery is based. The nursery employs 24 members of childcare staff. Of these, 22 members of staff hold an appropriate level 2 or above qualification. The nursery opens from Monday to Friday, all year round, except for bank holidays a week at Christmas and two training days. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Victoria Laird

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector talked to other agencies supporting individual children and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector observed the interactions between staff and the children.
- The inspector carried out a joint observation of a group activity with the deputy manager.
- Parents shared their views about the setting with the inspector.
- The inspector looked at relevant documentation and carried out a leaders and managers meeting.

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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