

Inspection of Fisherfield Childcare

34 Bagslate Moor Road, Norden, Rochdale, Lancashire OL11 5XT

Inspection date: 19 December 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 are exceptionally calm and relaxed. The atmosphere throughout the nursery is inviting and peaceful. Soothing music, low lighting and warmth helps to set a serene and tranquil ambiance. Children behave well, they are helpful, cooperative and settled. Laughter is heard frequently and children often seek out familiar adults and friends to join in their games. Children grow in confidence and become progressively more independent. This is predominantly because staff are nurturing and supportive in their continual encouragement of children. Praise, such as 'wow' and 'amazing', is readily offered by friendly and animated staff. This is a happy nursery and children flourish in their emotional development.

Children enjoy a broad and varied curriculum. They experience a range of exciting activities. For example, children talk with enthusiasm about recent forest school sessions they have attended. They enthusiastically recall climbing trees and exploring nature, learning about the wider world around them in practical hands-on ways. There is a buzz of excitement, when children take care of the nursery pet snails 'Meg and Mog'. They learn empathy, responsibility and kindness as they help to feed and tend to animals. Children are interested to learn new things. They explore with intrigue and enthusiasm, fuelled by curiosity and excitement. This positive attitude to learning creates a cornerstone to their good progress. For example, babies and young children explore dough using their senses. They knead dough, extending early physical coordination and strength. Staff provide ongoing narration as children play. Children learn new words and phrases and begin to understand how conversations ebb and flow from a very early age. The ongoing impact from the COVID-19 pandemic and recent restrictions are understood by staff. They strive to provide children with a nurturing and caring environment, where they can resume their learning journey after restrictions were lifted.

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

- All children, including those with special educational needs and/or disabilities make good progress from their starting points. Staff are sensitive to children's unique needs and abilities. They plan activities tailored to children's individual interests and development stages. Children make good all-round progress.
- Staff observe children and pick up gaps in learning at the earliest possible opportunities. They use their good knowledge to plan a challenging and stimulating curriculum.
- Children enjoy a good mix of adult-led activities and self-chosen play, both indoors and outside. They explore independently and staff remain close by to guide and support learning. However, staff do not always organise large-group activities effectively to enable all children to participate fully.
- Staff work in close partnership with parents. They share unique ideas to

encourage parents to continue to support children's learning at home. For example, fun tasks called 'challenges of the week' are completed at home to extend learning even more. Parents speak highly of the nursery staff and in particular compliment the effective and open communication.

- When children join the nursery, staff take time to work with parents and understand routines and care needs. They then conscientiously match what they do to familiar routines from home. This helps to ensure children settle quickly.
- Staff benefit greatly from a supportive and encouraging leader and manager. Their well-being and welfare is promoted through mindfulness and meditation sessions. In turn, staff morale is high and children benefit greatly from happy and motivated staff who care for them.
- Teamwork among staff is good. Staff comment how much they love their jobs and are dedicated to the children in their care. Staff share responsibilities fairly between themselves. Children's needs are quickly met and care is seamlessly promoted through effective teamwork.
- Staff engage in a rigorous programme of professional development. They complete a range of training above mandatory requirements. This impacts positively on the quality of service provided.
- Staff encourage children to follow hygienic practices, such as washing their hands after using the bathroom. Children develop their self-care skills as they put on their coats independently and look after their belongings. However, sometimes staff do not always teach children why it is important to wash hands or when this task should be undertaken.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given the highest priority and children play and learn in a safe and secure nursery. All staff, including newly recruited staff members, know how to identify and report safeguarding concerns. Their knowledge extends to wider safeguarding issues, including the 'Prevent' duty. Managers check safeguarding knowledge frequently to ensure staff know how to identify and report child protection concerns, if these arise. Staff rigorously risk assess the environment and complete thorough visual checks continually throughout the day. This helps to maintain safety and promote children's welfare.

What does the setting need to do to improve?

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

- strengthen the organisation of group activities to ensure all children are fully engaged and able to join in
- extend children's understanding of the importance of handwashing and the most effective time for this task to be undertaken.

Setting details

Unique reference number	503234
Local authority	Rochdale
Inspection number	10266821
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	49
Number of children on roll	68
Name of registered person	Fisherfield Childcare Limited
Registered person unique reference number	RP518736
Telephone number	01706 352 000
Date of previous inspection	22 November 2019

Information about this early years setting

Fisherfield Childcare in Bamford, Rochdale is one of seven provisions run by Fisherfield Farm Nursery Limited. The nursery registered in 2001. It opens Monday to Friday from 7.30am until 6pm for 51 weeks of the year, excluding bank holidays. The nursery employs 10 members of childcare staff. Of these, four hold appropriate early years qualification at level 3, four at level 2 and the nursery manager holds a level 6 early years qualification. The nursery provides funded early education for two-, three- and four-year-olds.

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 director and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk with the deputy manager and discussed how the curriculum is designed and implemented.
- A range of documentation was sampled by the inspector, including evidence of the suitability of all staff.
- The inspector and deputy manager jointly observed and evaluated an activity and discussed the impact of teaching on children's learning.
- The inspector spoke with children, staff and parents at appropriate times throughout the inspection and took account of their views.

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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