

Inspection of Fairfield Nursery

Fairfield Private Day Nursery, 72 St. Helens Road, LEIGH, Lancashire WN7 4HW

Inspection date: 31 August 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive eager and happy to begin their day. They are greeted by warm and friendly staff who know them well. Children are very happy, settled and secure. Young babies and toddlers smile and wave at visitors, and older children are keen to share their toys and describe what they like to do at the nursery. Children are becoming skilful communicators. They show a positive attitude to learning and are confident and motivated to explore and investigate the stimulating experiences offered to them.

Staff implement a broad curriculum that is progressive. Carefully considered activities build on what children already know and can do. For example, the development of children's independence skills is a key focus. Young children learn how to feed themselves with a plastic spoon while older children progress to using metal cutlery competently.

Children behave well for their age. Staff are clear and concise in their instructions, which helps children to understand what is expected of them. Children are praised continuously for their efforts. For example, they are awarded 'star of the week' for being kind or helpful. This promotes positive behaviour and encourages children to develop essential skills and attributes for the future.

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

- Leaders and staff have a good understanding of each child's individual needs. Flexible settling-in arrangements and the key-person system help to ensure that children form strong attachments with staff who begin planning for their learning immediately. This means that children settle quickly and are prepared well for their learning. Staff track children's progress through observations and assessments and share this information with parents.
- Staff provide an engaging learning environment that encourages children to have a go at activities and develop their knowledge and skills. For example, babies develop their sensory awareness as they explore the texture of different cereals. However, occasionally staff do not quickly recognise and respond to children who have lost interest and have become disengaged in the original learning opportunities.
- Support for children with special educational needs and/or disabilities is good. The knowledgeable special educational needs coordinator works alongside staff and other professionals to ensure that children quickly receive any additional support they may need. Timely interventions and strategies help to ensure that all children excel from their starting points and make good progress.
- Children have many opportunities to develop and test their own ideas. During activities, staff encourage children to think about what might happen next.

Problem-solving skills are nurtured as children work out how they will share four whiteboards and two pens between four friends. Children's understanding is further enhanced with the introduction of sand timers as they share and take turns.

- Leaders continually evaluate and reflect on the care and learning that they provide. They strive to achieve and implement high standards and ensure that children have the best possible experiences. For example, they recognise that the outdoor area requires development to fully support those children who prefer to learn outside. They have devised plans to enhance this area and the outdoor curriculum.
- Children learn about the world around them. They participate in trips to local parks and places of interest. Special fundraising events help children to understand about those less fortunate than themselves. Children's uniqueness, such as their culture, heritage and family background, is warmly celebrated. This helps prepare children for life in modern Britain as they develop an understanding and respect for people and communities beyond their own.
- The experienced and well-qualified leadership team manage a team of dedicated staff. Staff benefit from a cycle of support that includes observations of their practice, supervision sessions, staff meetings, well-being checks and training opportunities. This ensures that staff are able to make improvements to their practice and continually build on their knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of their responsibility to safeguard children. They are able to recognise signs and symptoms of potential abuse and confidently explain the procedures to follow if they have concerns about a child's welfare. Staff are fully conversant with the nursery's whistle-blowing arrangements. They know how to escalate any concerns and report to outside agencies. Leaders are rigorous in ensuring that staff have the required training and test their knowledge in a variety of ways, including in-house meetings and quizzes. Robust recruitment and vetting arrangements help to ensure that staff are suitable and remain so for the duration of their employment.

What does the setting need to do to improve?

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

- help staff to recognise when to adapt or change activities so that children remain focused and absorbed in their learning
- implement plans to make better use of outdoor areas to offer children further play and learning opportunities, particularly for children who prefer to be outside.

Setting details

Unique reference number	501156
Local authority	Wigan
Inspection number	10305683
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	84
Number of children on roll	106
Name of registered person	Cheshire Care Limited
Registered person unique reference number	RP524530
Telephone number	01942 684251
Date of previous inspection	23 January 2018

Information about this early years setting

Fairfield Nursery was registered in 2001 and is one of two nurseries owned by Cheshire Care Limited. The nursery employs 21 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Cox

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 manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years foundation stage curriculum.
- The inspector talked to staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- 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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