

# Inspection of Fisherfield Childcare

Edinburgh Way, Rochdale OL11 2PD

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Inspection date: 17 October 2023

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is good**

The manager has devised an ambitious curriculum that supports children in all areas of their learning. Babies are progressing well in their physical development. They strengthen their hand muscles through experiences such as stirring the home-made play dough mixture. Staff help toddlers develop their vocabulary by introducing new words as they explore different textures on a sensory walk. Pre-school children develop their mark-making skills as staff encourage them to sign themselves in. Staff are in tune with what excites children and motivates them to learn. For example, they skilfully support babies' love of music by engaging them in a range of instruments to bang and move their bodies in rhythm to. All children are making good progress and developing positive attitudes towards learning.

Staff take a consistent approach to supporting children's behaviour. Children are encouraged to share and take turns. They are developing a strong understanding of respect for others. Personal, social and emotional development is at the heart of this nursery. Staff provide ample opportunities for children to develop their independence. At mealtimes, children are given important tasks, such as setting the table, to develop their sense of responsibility. As a result, children are highly independent. The manager's vision for the setting is to provide every child with a voice. This is implemented exceptionally well by staff. As a result, children are extremely happy and secure.

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

- The manager is passionate about achieving a high quality of education for children. She continuously reflects on practice, which has resulted in highly reflective staff. Pre-school staff precisely identify the areas of learning where children may need support, such as literacy. They address this by implementing mark-making resources in all areas of the room. This practice helps ensure that children are progressing well in all areas of their learning.
- Leaders provide good training opportunities for staff to develop the quality of their teaching. However, the impact of this is not yet consistently embedded throughout the nursery. As a result, some staff do not seize opportunities to interact with children and further extend their learning.
- Staff support children's communication and language development. They develop babies' conversational skills through simple responses and good eye contact. Some staff clearly identify learning opportunities during interactions with children and respond accordingly to develop children's language skills. Children are provided with opportunities to extend their vocabulary.
- Children with special educational needs and/or disabilities (SEND) are making good progress. The special educational needs coordinator (SENCo) and staff know the children extremely well. They use this knowledge to provide an

environment and tailored support that meet children's individual needs. For example, staff recognise when transition periods affect children's development and quickly put strategies in place to support them. This swift action helps prevent children falling behind.

- Staff have high expectations for children's behaviour throughout the nursery. This consistent approach helps children understand what is expected of them. For example, pre-school children learn to follow the 'golden rules', such as using 'kind hands'. Younger children learn how to be kind to others by hearing and joining in with familiar songs. Children display a good understanding of managing their own behaviour.
- Enormous consideration is given to children's health and emotional well-being. The manager has carefully considered the greater emotional needs of some children and adapted the environment accordingly. As a result, children are exceptionally calm. During mealtimes, staff skilfully teach children about where their food comes from and what a healthy diet looks like. Children are meaningfully learning how to keep themselves healthy.
- The voice of the child can be heard in abundance. Children's views are highly respected. Staff skilfully identify non-verbal cues babies use to show their preferences. These are displayed in the room so all staff can effectively support their individual needs. Older children have a pre-school council where they provide views on what they would like to learn while at nursery. Children are extremely secure and have a strong sense of belonging.
- The manager promotes an inclusive setting. For example, staff transform into 'food regulators' at mealtimes to support children with allergies. Parents comment on the excellent procedures in place for children with dietary requirements. Staff create a safe environment where all children are included.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff have a good understanding of child protection and know the procedures to follow if they have concerns about a child's welfare. Managers have recently completed training to ensure they understand how to respond should they need to manage an allegation against a member of staff. The manager makes sure staff are deployed effectively. Children are well supervised. All staff are fully trained in paediatric first aid. This helps ensure that there is always someone available for children in the event of an accident.

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

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

- support staff to enable them to provide consistently high-quality interactions for children to further support their learning.

## Setting details

<b>Unique reference number</b>	316453
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10310564
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare 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>	92
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Fisherfield Childcare Limited
<b>Registered person unique reference number</b>	RP518736
<b>Telephone number</b>	01706 654000
<b>Date of previous inspection</b>	13 June 2019

## Information about this early years setting

Fisherfield Childcare registered in 2000, and it is located in Rochdale. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above and one holds level 2. The nursery opens from Monday to Friday, all year round. 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

Joanne Buckley

## 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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 observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- 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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