

Fisherfield Farm Nursery Ltd

Inspection report for early years provision

Unique reference number EY310019
Inspection date 13/02/2012
Inspector Linda Shore

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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Fisherfield Farm Nursery at Redvale Children's Centre was registered in 2006. It is one of a chain of eight provisions run by Fisherfield Farm Limited. It is based within a children's centre in the Redvale area of Bury, Lancashire. The nursery serves the local community. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens each weekday from 7.30am to 6pm 51 weeks per year. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 51 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 79 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. It supports children with additional needs and disabilities and children who speak English as an additional language.

The nursery employs 15 members of childcare staff, of these 12 hold appropriate early years qualifications, one is a trainee. The manager and one other member of staff hold level 4 and level 5 qualifications. The nursery receives support from a company employed early years consultant and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development as staff have an excellent understanding of the Early Years Foundation Stage. Children's safety is of high importance and they are safeguarded extremely well. Very good provision supports the children's learning through a wide range of interesting activities which enable children to progress well. The nursery works exceptionally well with parents and most other agencies to ensure that the needs of children are met. Leadership and management is highly effective. The manager and staff review the provision rigorously, identifying what can be improved and drive ambition extremely well with the result that the nursery is rapidly improving and has an outstanding capacity to improve further.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further opportunities for partnership working where children receive care and education in more than one setting.

The effectiveness of leadership and management of the early years provision

All necessary steps are taken to safeguard children extremely well, at the same time allowing them to be independent, make choices and take calculated risks. The staff have excellent awareness of child protection issues and all receive regular training on safeguarding. Comprehensive policies and procedures are in place and all required written records such as risk assessments, are detailed and regularly reviewed. The premises are secure and risks minimised to fully maintain children's safety as they play.

The resources available to the children are extensive and support their play choices extremely well. The use of visual aids and labelling with words to show what resources are available, ensures that all children are ably supported in making their own choices. The deployment of the staff is very effective and enables children to decide if they want to play indoors or outside in three secure and varied outdoor areas. The environment and accommodation is conducive to supporting children's continued learning and development; it is organised very well and carefully looked after. Children clearly benefit and thrive as a result.

Actions taken to improve the nursery are well targeted to have a considerable impact in bringing about sustained improvement. Previous recommendations have been implemented in a positive way, all policies and procedures have been made very clear including the procedure for lost children. The manager is dynamic and very successful in inspiring the staff team and they demonstrate high levels of practice. Reflective practice is evident and effective in all aspects of the provision. For example, the recent introduction of a team leader system has resulted in improved reflective practice which is impacting positively on children's learning and development. The nursery promotes equality and diversity very effectively and as a result all children are well integrated and their experiences are positive. Available resources, posters and children's displays reflect positive images of the wider world. Effective processes to support a child's home language are in place and children with additional needs are particularly well supported.

Good partnership working takes place to ensure children receive a high level of care and support. There is an extremely good exchange of information about children whose circumstances mean they have additional needs. For example, information is shared with the children's centre staff to ensure children and families are able to access all services required. For children attending more than one setting, information is shared through parents and verbal discussion, however information is not directly shared between the settings. Parents and carers are extremely well informed about the nursery's policies and practices. They are fully encouraged to be involved in the care and education of their children and there are varied channels for this. For example, regular newsletters, high quality verbal feedback and the sharing of learning journeys. Details obtained ensure that children's individual needs are fully met and respected. The nursery has a highly positive relationship with all parents and carers.

The quality and standards of the early years provision and outcomes for children

All children show a strong sense of security and feeling of being safe within the nursery, ably supported by excellent practices. Children safely use a range of tools and equipment within the setting, such as hammers, saws, ladders and cooking utensils. They have an extremely confident understanding of how they keep themselves safe. Information is shared with them to support this, for example, focused activities involving tools are supported by discussion and safety equipment, such as hard hats and reflective jackets. The quality of adult interaction and exemplary organisation of the setting helps children gain a strong sense of well-being. Children develop an excellent awareness of the importance of a healthy lifestyle. They enjoy a well-balanced diet which is cooked fresh on the premises each day and healthy snacks including fruit. They learn the importance of washing as staff talk to them as they wash after toileting and messy play and model good hygiene practices. They have regular access to fresh air in three stimulating outdoor environments including a woodland area where children learn to explore the natural world. Young children learning to walk are extremely well supported with focused activities provided to develop their physical skills. Drinking water is freely available throughout the day to ensure children remain fully hydrated.

Staff have an excellent knowledge and understanding of the children's individual needs and provide a stimulating environment where all children are excited and motivated to learn. Observations of children help staff to find out what children can do and these are consistently used to plan for children's individual next steps in learning. Children freely move around in the spacious environment selecting activities which interest them. Planning is flexible and adapted according to children's interests as they happen. They develop their imagination well, with a wide range of creative opportunities including painting, playing in sand and water, and creating displays. For example, children had created a winter display with their own artistic interpretation of snow and wintry scenes. Young children develop a sense of self and make relationships as they spontaneously cuddle their friends and key person. Older children learn to take responsibility for managing their own needs, accessing toilets and drinks as required.

Communication is fostered extremely well by staff who talk to children clearly and at their level. They ask open ended questions to stimulate discussion and allow time for children to respond. The support for children's development in information and communication technology skills is good. For example, children are able to use the computer and use the compact disc player. Children enjoy books, babies cuddle in for stories and older children recognise letters and words, displayed at their height. They have lots of opportunities to learn about the wider world and cultural differences through artwork, celebration and trips into the local community. The children have visited the post office, pet shop, supermarket and elderly care home who actively seek a return visit from the children. The nursery is beginning a recycling program to help children learn about the limited resources in the world.

Children have a strong sense of belonging and make decisions about their play. They are confident, settle well and develop excellent relationships with adults and their peers. Children play well independently and with their peers, showing developing negotiation and co-operation skills. All children are valued and engage in a wide range of activities and experiences, which include those that help them value diversity. Their behaviour is very good.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met