

# Fisherfield Childcare

Surestart Redvales Children Centre, 25 Dorset Drive, Bury, Lancashire, BL9 9DN



<b>Inspection date</b>	13 May 2016
Previous inspection date	13 February 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The management team is passionate about providing a quality service and has a strong drive for continuous improvement. It has addressed the recommendation from the last inspection.
- All children make good progress from their starting points. Where children are working below expectations, teaching strategies are quickly put in place to help support them to make progress.
- Children benefit from a stimulating and welcoming environment which offers a wide range of interesting activities. They are motivated and excited to learn. Every opportunity is used to carefully foster children's growing independence skills.
- The management team reflects upon the effectiveness of the nursery, using staff's, parents' and children's views. It uses this information well to target priorities through a clear action plan.
- Staff are excellent role models for the children. They are kind, sensitive and communicate clearly with each other. Children behave well and learn how to take turns and share resources together.

### It is not yet outstanding because:

- Systems to monitor staff's practice are not yet fully effective in raising the quality of teaching to the highest standard overall.
- New planning systems are not yet fully embedded in practice to offer highly challenging activities to all children.

## What the setting needs to do to improve further

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

- refine systems to monitor staff's practice and ensure teaching is of a consistently high standard overall
- embed planning systems further that create highly challenging activities for all children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the deputy manager. She looked at relevant documentation, such as staff's training and supervision records, children's assessment files and planning.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Helen Royston

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are knowledgeable about child protection issues and understand what action to take if concerned about the welfare of a child. Thorough risk assessments are completed every morning and afternoon to reduce any potential hazards and keep children as safe from harm as possible. Most staff have relevant childcare qualifications and attend regular professional development opportunities. These help to further improve their knowledge and practice. For example, they are thinking about how to support patterns of behaviour in children's learning. Staff have developed close relationships with professionals, such as speech and language therapists and local teachers. The nursery actively promotes equality and diversity, celebrating individual cultures and languages to help children learn about difference.

### Quality of teaching, learning and assessment is good

Staff effectively support children to follow their own interests and make activities unique and fun. One example of this is creating a giant 'space station' after a child excitedly talked about watching an astronaut's adventures at home. Staff are knowledgeable about the children and what their next steps in learning need to be. They enthusiastically join in children's play and support their communication well. For example, modelling words for younger children to copy and using gestures to support their understanding. Older children eagerly share their news about chicks hatching. A member of staff supports them to work out how many chicks altogether by adding on another five with their fingers. This helps to promote children's problem-solving abilities and key skills for school. Parents are involved in children's ongoing learning and assessments from the onset of care. Amongst other things, they complete a personal profile about their child and share their comments through regular questionnaires, displays and discussions.

### Personal development, behaviour and welfare are good

Children enjoy exploring their stimulating surroundings. Older children learn about the body through feeling different foods in a spaghetti 'intestine'. Younger children enjoy dancing to the beat of a drum while playing their own instruments. Children are skilfully encouraged to learn how to be independent. For example, they attempt to fasten their own coats, pour their own drinks and feed themselves. Older children help the cook to chop potatoes for lunch. Children enjoy riding bicycles, climbing, sliding and help to plant vegetables in the allotment. These help to effectively promote their physical well-being. Strong relationships with staff help children to settle quickly and they are well supported when moving on to school. This supports their emotional well-being.

### Outcomes for children are good

Accurate reviews of children's progress are shared with parents at key stages, for example, between the ages of two and three years. All children make good progress from their starting points. This includes children who have special educational needs or disability, children who speak English as an additional language and those who receive additional funding. Children learn to develop positive relationships and strong social skills and are well supported to develop key skills for their future.

## Setting details

<b>Unique reference number</b>	EY310019
<b>Local authority</b>	Bury
<b>Inspection number</b>	862011
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	51
<b>Number of children on roll</b>	116
<b>Name of registered person</b>	Fisherfield Farm Nursery Limited
<b>Registered person unique reference number</b>	RP518736
<b>Date of previous inspection</b>	13 February 2012
<b>Telephone number</b>	0161 761 5770

Fisherfield Childcare was registered in 2006. The nursery employs 16 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2, 3 and 5. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also cares for children who have special educational needs or disability and children who speak English as an additional language.

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