

# Freshfields Nursery School Ltd



Clifford Forge House, Clifford Road, STRATFORD-UPON-AVON, Warwickshire, CV37 8HW

<b>Inspection date</b>	17 October 2016
Previous inspection date	23 June 2015

<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 environment is bright, welcoming and stimulating. A wide range of interesting resources, toys and equipment is available indoors and outside. Children greatly enjoy attending. They are motivated to play, explore and learn.
- Staff are warm, caring and friendly. A well-organised settling-in process helps staff get to know children well. Children form positive relationships with staff. They quickly become familiar with their surroundings and demonstrate they feel safe and secure.
- Children make good progress because well-qualified staff understand how children learn. Staff regularly assess children's progress. They use the information to promote the next steps in children's development and extend their skills.
- Pre-school children are developing good communication and language skills. They are articulate and confident during their play and interaction with staff and visitors.
- Partnerships with parents, professionals and other providers are strong. A two-way flow of information between the different settings they attend promotes good continuity for children in their care and learning.

### It is not yet outstanding because:

- Staff's professional development is not sufficiently focused on raising the quality of teaching even further to help promote children's attainment at the highest level.
- The management team does not fully consider the views of parents, staff and children when evaluating the quality of the provision. Targets for future development are not yet sharply focused on raising standards to an outstanding level.

## What the setting needs to do to improve further

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

- strengthen performance management and focus more precisely on enhancing the quality of staff's teaching practice to help promote children's attainment at the highest level
- consider fully the views of parents, staff and children when evaluating the quality of the provision and sharpen the focus of targets for future development, in order to raise the standards to an outstanding level.

### Inspection activities

- The inspectors observed a range of activities indoors and outdoors.
- The inspectors spoke to staff, held meetings with the management team and carried out a joint observation with one of the nursery managers.
- The inspectors sampled a range of documentation including policies, children's learning journeys, the planning and assessment records, evidence of staff suitability and the nursery's self-evaluation.
- The inspectors took account of the views of parents and children spoken to on the day of the inspection.

### Inspector

Jo Heath and Tina Smith

## Inspection findings

### Effectiveness of the leadership and management is good

The management team has a strong understanding of their responsibilities. The arrangements for safeguarding are effective. Managers and staff are alert to the indicators that a child may be suffering from potential abuse. They know exactly how to report their concerns. The nursery is clean, safe and secure. Risk assessments are in place for all aspects of the provision, including the farm animals. Staff complete daily safety checks and talk to children about risks within the environment. Children are protected from harm. The management team oversees the progress children make. This helps ensure all children continually develop well. Staff are supervised and benefit from opportunities to maintain their skills.

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

Staff are good teachers who offer children a wide range of resources that quickly captures their curiosity. They help them develop a positive attitude towards learning. Staff promote children's creativity in a range of ways. Babies eagerly explore textures. They happily run their fingers through paint to make pictures. Younger children excitedly make mud pies in the outdoor kitchen. They keenly fill and empty different-sized containers with water and make marks with twigs in the soil. Pre-school children use their imaginations successfully. For example, they wear witches' hats and make scary faces. The outdoor area is used very well to offer children the freedom to explore and use their senses. Children learn about growth and change as they nurture a variety of animals, vegetables and flowers.

### Personal development, behaviour and welfare are good

Children's physical well-being is promoted. Staff are well deployed so children are highly supervised. The accident rate within the nursery is low and injuries are managed well. Staff teach children about the importance of being healthy. Physical activity is encouraged. Children enjoy moving in a range of ways outside. They ride on wheeled vehicles and practise their skills in kicking balls. Nutritional food is on offer as the nursery provides freshly prepared meals. Staff talk to children about the benefits of eating well. Staff also ensure all children adopt good hygiene routines, such as washing their hands. Children's emotional well-being is suitably fostered. Staff teach children about the wider world. They learn about tolerance and acceptance. Children are valued and celebrated in the setting.

### Outcomes for children are good

All children are working comfortably within the typical range of development for their age. They show sustained levels of concentration and enjoy trying new experiences. Children are well behaved and show care and concern for others and their environment. Children are confident and independent. They make choices about what they want to do and manage their own care needs. Children are also keen helpers and enjoy taking on small responsibilities. Children learn key skills in literacy as they practise their writing and learn the sounds that letters represent. They enjoy giving meaning to the marks they make. Children's early mathematical skills are developing well as staff incorporate numbers, counting, shape and size into everyday activities. Children gain a range of key skills to prepare them for the next stage of their education.

## Setting details

<b>Unique reference number</b>	200597
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1075158
<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>	0 - 4
<b>Total number of places</b>	140
<b>Number of children on roll</b>	104
<b>Name of registered person</b>	Freshfields Nursery Schools Limited
<b>Registered person unique reference number</b>	RP522936
<b>Date of previous inspection</b>	23 June 2015
<b>Telephone number</b>	01789 261633

Freshfields Nursery School Ltd was registered in 1990. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery employs 25 members of childcare staff. Of these, two hold qualified teacher status, 14 hold level 3 qualifications and six hold level 2 qualifications. The nursery provides funded early education for two-, three- and four-year-old children.

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