

Fairytales Day Nursery

Fairytales Day Nursery, Bourne Street, Dudley, West Midlands DY2 7AL



Inspection date	23 January 2019
Previous inspection date	7 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of 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

- Managers and staff are highly dedicated to their roles. They efficiently implement a robust range of documentation. The nursery environment is continually kept clean, tidy and secure. Children's safety and welfare are of the highest regard in this nursery.
- Staff make use of the nursery's settling-in process to help them build positive relationships with parents and children from the outset. Children are happy attending. They express that they like coming to nursery and that their teachers are nice.
- The environment is bright and stimulating. Staff provide children with a generally broad range of both adult-led and child-initiated experiences that promote different aspects of development. Children are motivated to play, explore and learn.
- The nursery's special educational needs coordinator is knowledgeable. She works in close partnership with a range of professionals. Children with special educational needs and/or disabilities receive the targeted help they need to continually progress.
- Staff teach children to care for the environment and to follow the simple nursery rules. Children behave very well throughout the nursery.
- Partnership working is good. Staff share detailed two-way information with parents about children's care and learning. Parents comment that they are very happy with the overall service. This helps to foster good continuity between the nursery and home.
- Managers are highly reflective. They have a clear idea of the nursery's key strengths and current areas for development. Targets for the future are set aimed at re-establishing and continually maintaining outstanding standards.
- Staff do not consistently make the most effective use of the good systems in place to continually plan for children's specific next steps in learning, particularly at the start of a term. This means that children do not continually achieve outstanding attainment.
- Managers do not constantly focus as sharply as possible on developing staff's teaching skills. There is scope to expand staff's professional development even further to help them provide consistently outstanding activities and promote the best possible learning outcomes for all children.

What the setting needs to do to improve further

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

- extend and make the most effective use of the systems in place to continually plan for children's next steps in learning, particularly at the start of the term, to help promote outstanding attainment throughout the nursery
- expand staff's professional development and sharply focus on developing their teaching skills to help them provide consistently outstanding activities and promote the best possible learning outcomes for all children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager of the nursery.
- The inspector spoke to staff and held a meeting with the nursery management team.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff have a good knowledge of the indicators of potential child abuse, neglect or radicalisation. Recently, managers and staff have been on child protection threshold training. They intend to use what they learned to monitor all children throughout the nursery on a regular basis in line with this guidance. This will help them to highlight any concerns even more promptly to help keep children safe. Managers supervise staff and ensure that they benefit from support in their roles when they first start and throughout their time at the nursery. There is an ongoing programme of professional development, including safeguarding, first aid and food hygiene. This has a particularly positive impact on the quality of care provided.

Quality of teaching, learning and assessment is good

Staff know children well as they routinely observe and assess their development. Overall, staff provide a range of activities that take account of children's age, stage and interests to help build on different skills. For example, babies access a variety of resources, including a tray containing pretend farm animals, vehicles, bran flakes and straw, painting at the table, and shape sorters that they have to concentrate on to solve. Toddlers enjoy playing with small-world dinosaurs and making collages of gingerbread men. Pre-school children enjoy creating pictures with collage materials, games on the electronic whiteboard and hunting for bugs in the garden. This helps to expand children's sensory exploration, creativity and knowledge of the world. Managers have an overview of children's progress throughout the nursery. This means that all children continue to progress from where they started and no child is left behind.

Personal development, behaviour and welfare are good

Staff promote children's physical and emotional well-being effectively. They risk assess the environment fully, indoors and outside, and conduct daily safety checks to ensure children are not exposed to hazards. They supervise children effectively, and deal with any unavoidable accidents appropriately. Staff promote healthy lifestyles, including eating well, adopting good hygiene practices and taking exercise. Pre-school children particularly enjoy physical games in the garden that require them to move in different ways. Staff are fully inclusive. They find out about children's home lives and help children to learn about, celebrate and value their cultural differences and individuality through a range of activities. This helps to promote acceptance, tolerance and respect.

Outcomes for children are good

Children make good progress in their learning, including those in receipt of funded education. This means that all children are well prepared ultimately for the move on to school. Children are confident, and they develop independence from an early age. They make play choices during the day and learn to cooperate with the nursery routines, including nappy changing or toileting, snacks and meals, and sleep time if necessary. Children are developing communication, language and literacy skills. Babies and toddlers like sharing stories and singing songs with staff. Pre-school children listen during group times. They hold complex conversations and can express their thoughts. They learn to draw and write for a purpose, including by completing 'All about me' information sheets.

Setting details

Unique reference number	EY267429
Local authority	Dudley
Inspection number	10090929
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	0 - 11
Total number of places	75
Number of children on roll	69
Name of registered person	Fairytales Day Nursery Limited
Registered person unique reference number	RP910357
Date of previous inspection	7 April 2016
Telephone number	01384 230400

Fairytales Day Nursery registered in 2003. The nursery employs 18 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7am until 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

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