

# Freshfields Nursery School

Clifford Forge House, Clifford Road, Clifford Chambers, Stratford-upon-Avon,  
Warwickshire, CV37 8HW



<b>Inspection date</b>	23 June 2015
Previous inspection date	13 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff's good knowledge and understanding of how to safeguard children mean they know what to do if they have a concern about a child in their care and the procedures to follow to protect the child from further risk.
- Children make good progress across each of the seven areas of learning. Effective planning results in a broad curriculum with activities that supports each child's learning and development.
- Leaders effectively monitor practice through a range of performance management strategies and a programme of robust self-evaluation to ensure that children receive good levels of care and education.
- Staff know the children well and regularly share information about children's development with parents to support their continued learning at home. Children form secure attachments with staff and are developing well in their physical well-being.

### It is not yet outstanding because:

- Staff do not always use all that they know about children to plan moves between rooms effectively. Consequently, in a few cases information is missed in planning for children's next steps and parents are not always kept fully informed of the arrangements.
- Younger children's independence is not always maximised as their access to hand washing is limited. Mealtimes do not always enable children to serve themselves and learn about food preparation.

## What the setting needs to do to improve further

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

- use all available information about children to support their progress more effectively as they move between rooms
- maximise opportunities for children to develop their independence.

### Inspection activities

- The inspectors observed a range of activities indoors and outdoors.
- The inspectors held meetings with leaders and staff, and carried out joint observations with the manager and deputy.
- The inspectors sampled a range of documentation including policies, children's learning journeys, the adults' planning and assessment, evidence of staff suitability and the setting's self-evaluation.
- The inspectors took account of the views of parents and children spoken to on the day of the inspection.

### Inspector

Yvonne Johnson / Esther Gray

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Leaders and staff have successfully addressed the welfare requirements notice and actions from the last inspection. Teaching is good and staff provide a broad and stimulating range of activities that excite and stimulate children's learning across all areas of learning. Children benefit from staff's skilled questioning. For example, older children enjoyed a group story-making session, which ignited their imagination and challenged their communication skills. Children develop their understanding of mathematical concepts such as adding and taking away using both numerals and symbols in outdoor games. Younger children are well supported in their learning as staff motivate and engage children in their play. Consequently, children are becoming confident, capable and curious learners and are well-prepared for their future learning. Staff make good use of children's starting points and ongoing assessments to chart children's progress and to identify the next steps in their learning.

### **The contribution of the early years provision to the well-being of children is good**

Children play both indoors and outdoors and are engaged in a wide range of good quality activities. They are learning good manners and respect. This enables them to care for each other and to play cooperatively as a team. For example, they help throughout the day as monitors. At mealtimes, children learn about healthy eating options through a balanced and nutritional menu, which takes account of their individual dietary needs. The outdoor area provides opportunities to grow fruit and vegetables from seed and to develop their physical skills. Consequently, children learn about how their bodies work, and how things grow. Children behave well because staff reinforce their expectations of good behaviour throughout the day. Staff are developing links with schools that children will be attending and have arranged some visits by teaching staff. Staff work with parents as they explore the child's feeling about starting school and how they can best support them to ensure a smooth transition as the child moves on to the next stage of their learning.

### **The effectiveness of the leadership and management of the early years provision is good**

Leaders monitor the practitioners' performance and the implementation of the educational programmes, through regular observations, supervision meetings and appraisals. Leaders use this information to support practitioners' ongoing professional development. Leaders understand the welfare and learning and development requirements and maintain an overview of the progress of all children. Consequently, all children are making good progress and early intervention is supported. Practitioners are confident in their safeguarding knowledge and know how to respond to any concerns about a child and how to keep children safe while in their care. Rigorous vetting, recruitment and induction procedures are used to check that staff are suitable to work with children. Parents who commented said that they are provided with extensive information about the setting and their child's development.

## Setting details

<b>Unique reference number</b>	200597
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1014347
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	154
<b>Number of children on roll</b>	151
<b>Name of provider</b>	Freshfields Nursery Schools Ltd
<b>Date of previous inspection</b>	13 February 2015
<b>Telephone number</b>	01789 261633

Freshfields Nursery School was registered in 1990. The nursery is privately owned and operates from a listed building in Stratford. Children have use of rooms on the first and ground floors of the main building along with rooms in annex buildings on the site and two gardens at the front and rear of the premises. The nursery serves the local area. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. Freshfields Nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 151 children on roll all of whom are in the early years age range. The nursery is in receipt of funding for the provision of free early education to children aged two, three-and-four years. It currently supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs 28 members of staff who work directly with the children. Of these, 3 hold senior practitioner status, 16 hold level 3 qualifications, 3 hold level 2 qualifications and 3 are working towards a qualification.

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