

Inspection of Fairy Bridge Nursery

Isle Of Man Farm, Meadow Lane, Croston, Leyland PR26 9JP

Inspection date:

6 September 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

The provider places high emphasis on celebrating the joy in childhood. It offers a unique and inspirational set of experiences, which are skilfully linked to the curriculum and promote exploration and play. For example, children excitedly venture through the 'secret door' and over the 'fairy bridge'. They eagerly explore the forest, picking fruit from the orchard and making slides in the mud. The setting provides a warm, encouraging welcome to all children, helping even new starters to settle quickly and happily. Staff interactions are exceptional and show sensitivity to the needs of individual children. The key-person system is securely embedded, providing trusting relationships between children and the staff.

Behaviour is exemplary. Routines and boundaries are well embedded and help children to know what is expected of them. All children are engaged and show high levels of concentration and sustained thinking. Behaviour is dealt with beautifully, with sensitive interactions and positive reinforcement. The staff encourage children to resolve issues themselves, discussing their feelings and thinking about how others may feel. The staff provide endless opportunities for children to develop their independence, including putting on and taking off their own waterproofs for outdoor play and helping to prepare snack for their friends. Opportunities are sequenced across the setting, encouraging children to build upon their existing knowledge and further develop their skills and competency.

What does the early years setting do well and what does it need to do better?

- The provider has established a bespoke, well-sequenced curriculum, which expertly builds on children's interests and next steps. The staff demonstrate a common understanding of the curriculum, and use their knowledge and experience to fully embed this across the setting as a whole, ensuring children have access to well-rounded opportunities to engage them in learning.
- The staff encourage children to take the lead in their play. Children develop a wealth of skills as they determinedly explore their ideas. For example, they investigate the sounds they can make as they drop sand into a water-filled drainpipe, giggling as they wait for the 'plop'. As such, children remain engaged in activities for sustained periods of time and develop deep thinking.
- The staff promote an exceptional understanding of, and respect for, people, families and communities beyond children's own experiences. They provide resources and real-life artefacts that reflect the wider world and model some of the different languages spoken. The staff engage children in meaningful discussions about features of the world around them and talk about celebrations that are relevant to them. This encourages children to learn about the diversity of the wider world and show an interest in their own cultures and beliefs.
- Children gain a deep understanding about where food comes from as they fully

participate in each part of the process from growing to eating. They collect apples and pears from the orchard and tend to the vegetable patch. They grow strawberries, onions and potatoes, which they use for snack, baking and even taking home to share with families. This helps to lay the foundation for healthy and sustainable choices.

- The staff clearly know the children well. They have an exceptional insight into children's current development and their next steps. They instinctively know when children need to be challenged or supported, and do so seamlessly. Any gaps in children's learning, or identified needs, are communicated to parents, and interventions or support put in place immediately, ensuring all children make outstanding progress in their learning.
- Partnership with parents is exemplary. Parents report that communication is excellent. They are kept fully informed of their children's progress and their day-to-day routines. Transitions are relaxed and well supported, and plans and interventions are implemented seamlessly. Staff work closely with parents to ensure that they are fully aware of their child's development and behaviours, showing a coordinated approach to learning.
- Children with special educational needs and/or disabilities are supported exceptionally well. Needs are identified early and interventions or referrals put in place to quickly close gaps and help children to quickly make progress. The staff share concerns with parents and other professionals involved with children to ensure the best support is provided. This enables all children to make excellent progress, regardless of their starting points.
- The provider is very reflective and is focused on developing its staff and improving outcomes for children. Leaders have ambitious plans moving forwards to ensure the high quality of the provision consistently improves and evolves to reflect the cohorts of children. Supervision and appraisal arrangements are well embedded and support staff to progress in their professional development to a very high standard. This ensures children are provided with the highest-quality learning experiences and support to make progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2674249
Local authority	Lancashire
Inspection number	10350718
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	54
Number of children on roll	54
Name of registered person	Rufford Pre School Ltd
Registered person unique reference number	2674250
Telephone number	01704821621
Date of previous inspection	Not applicable

Information about this early years setting

Fairy Bridge Nursery registered in 2022. There are currently 10 staff working directly with children, all of whom have appropriate early years qualifications. The nursery is open Monday to Friday, from 7.30am to 5.30pm, all year round, with the exception of bank holidays and for two weeks over Christmas. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Michelle Highcock

Inspection activities

- The deputy manager, manager and inspector carried out a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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