

Fairview Under 5's Group

Inspection report for early years provision

Unique Reference Number	203586
Inspection date	10 May 2007
Inspector	Patricia Mary Champion
Setting Address	The Pavilion, Fairview Park, Victoria Road, Rayleigh, Essex, SS6 8EL
Telephone number	0771 3701655
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Registered person	Fairview Under 5's Group
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Fairview Under Fives Pre-school is run by a committee. It opened in 1979 and operates from the pavilion located in Fairview Park, Rayleigh and is situated within walking distance of local schools. All children share access to a secure, enclosed, outdoor play area. A maximum of 17 children may attend the pre-school at any one time. The pre-school opens five days a week during school term times. Sessions are from 09:15 until 11:45 each morning and 12:15 to 14:45 on Monday to Thursday.

There are currently 51 children aged from two to five years on roll. Of these, 42 children receive funding for nursery education. Children attend for a variety of sessions. The pre-school serves the local community and surrounding areas. The setting supports a small number of children who have learning difficulties and/or disabilities.

The pre-school employs seven staff, of whom six of the staff, including the managers hold appropriate early years qualifications. The setting receives support from the local authority and the Pre-School Learning Alliance (PSLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children eat nutritious and healthy snacks. For example, they enjoy tasting a wide variety of summer fruit and are offered different bread from around the world. Much discussion takes place over the snack table about likes and dislikes and the food that is good for you. On two afternoons each week children bring packed lunches so that they can eat socially with friends and they learn to manage their drinks and food containers in readiness for starting school. Children are able to access their drinks throughout the session so that they do not become thirsty or dehydrated. Staff are well aware of any allergies or special dietary requirements. They have attended training regarding dealing with anaphylaxis so that children's individual needs are met.

Children take part in regular physical exercise to help promote their health and well-being. Outside, children run energetically and enjoy riding bicycles and wheeled toys. They squeal with excitement as they play racing and chasing games such as 'What's the time Mr Wolf?' Indoors, space is created for children to explore a greater variety of movements. They are aware of the need to warm up before exercising. Children listen carefully to the instructions on the 'Sticky Kids' recording and then move with poise as they march, stretch tall, gallop, walk on tiptoes or crouch down small. They recognise that their heart beats faster and they become warmer after energetic movement. Provision is made for children who wish to relax or play quietly as a cosy area with cushions is provided in the book corner.

Children stay healthy because appropriate steps are taken to help protect them from illness. There is a clear sick child policy with procedures on the administration of medication. Information about communicable diseases and the exclusion periods is displayed for parents. There are always staff members with current first aid certificates present to deal with minor injuries. Accidents are recorded and information is shared with parents. Nappy changing facilities are adequate. Children are learning about the need for hygiene in the daily routine. They wipe their noses independently and know to put the used tissue in the bin. Children use warm running water with liquid soap to wash their hands after using the toilet. However, potentially children's health is compromised because they share a communal bowl filled with soapy water when they wash their hands after craft activities or prior to eating snack. Individual towels are used to reduce the risk of cross-infection.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children feel welcome in a clean and safe environment. The play room is bright and stimulating with displays reflecting children's recent experiences. Risk assessment and daily safety checks are effectively undertaken and staff act immediately when they identify any potential hazards. Comprehensive information is held on the health and safety file. The premises is inspected by the Environmental Health Officer and all electrical appliances are routinely checked. Improvements have been made to the outdoor area to allow children to play outside throughout the year. There is an action plan to improve the insulation to help maintain temperatures inside the pavilion. Staff are vigilant about the security of the children. There are very clear procedures for the children's arrival and departure. The staff hold photographs of all the adults authorised to collect the children. Entrance doors remain locked to prevent unauthorised access or children leaving unnoticed. All visitors are closely monitored.

Children learn to keep themselves safe. They take part in fire drills so that they know how to evacuate the premises in an emergency. They use tools such as scissors carefully and in safety and are reminded of sensible rules, such as taking care to avoid obstacles when riding their bicycles. Children play with a wide variety of safe and suitable toys and resources. There is a comprehensive inventory of play equipment. All play materials are checked regularly for damage and cleanliness.

Children are protected because staff understand their role in safeguarding children and are able to put appropriate procedures into practice. There is a clear child protection policy and the measures for reporting concerns about children's welfare are in line with the Local Safeguarding Children Board (LSCB) procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are excited and involved in their play and receive a good balance of adult-directed and child-led activities. Each morning on arrival they quickly become engrossed in the wide range of learning experiences. Children have great fun as they learn to explore and investigate using their senses. For example, they enjoy cutting cooked spaghetti into lengths and spend time absorbed as they scoop sand into containers. Staff use their experience and skilfully judge when to intervene and support the children's play. Interaction between the staff and children is affectionate, caring and friendly. Staff talk and listen to the children, using carefully formed questions to encourage the children to think and give interesting answers.

Younger children who are newer to the group and lack confidence are well supported by staff, as they help them to settle and take part in activities. The key worker system ensures that staff get to know the children well. Although training regarding the 'Birth to three' framework has been booked, staff are not yet using this framework to plan activities or record the development for the youngest children in the pre-school.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge of the Foundation Stage and understand how children learn. Varied teaching methods and a broad range of planned activities ensure that staff provide challenge and children use their initiative and imagination. Children enthusiastically select the toys and resources from the good variety available. Written planning covers all areas of learning and includes sufficient detail to enable staff to make the best use of activities to promote the learning of all children. Children are motivated, able to resist distractions and very eager to learn. Space is used well and at times children can choose freely between indoor and outdoor play. Children are making good progress towards the early learning goals. Staff observe children as they play, record their achievements and chart their progress using records linked to the stepping stones. However, staff do not currently complete initial profiles so that they can assess children's starting points and they are not consistently identifying children's next steps in learning.

Children play harmoniously together and giggle with pleasure as they share jokes or ideas about how they are going to extend activities. They are very curious and interested in visitors. Children are articulate and enjoy explaining what they are doing and chat animatedly about events in their lives. They enjoy mark making and writing. Children write their own name on their art work and have opportunities for incidental writing as they make lists or enter details in the passports at the travel agents. Staff keep children enthralled in stories. Children show excitement

as they anticipate what happens next in the book, for example, as they listen to 'Handa's Surprise'.

Children develop their mathematical skills spontaneously through the daily routine and within the planned activities. They count as they play, for example, as they count the treasure chests on the pirate ship. Simple problem solving and calculation is performed as children work out how many there are if one more is added or taken away. Children recognise and write numbers. The older children demonstrate that they can count up to 10 and beyond. They use mathematical language such as shorter or longer when cutting the spaghetti and can measure when two pieces are the same length.

The weekly themes promote the children's knowledge and understanding of the world. They learn about other countries of the world as they discuss flags, food and holidays. Children are fascinated as they make play dough and observe the changes that happen when the flour, salt water and oil is mixed. They know that more flour needs to be added if the dough is too sticky. Children use construction toys with skill and build intricate models, which they carefully describe. Children learn about the natural world as they observe the changes in seasons in Fairview Park. They also go on nature walks to nearby Brooklands Park. Each day children observe the changes in the weather and talk about the clothes they need to wear in cold or hot temperatures. Children learn about technology as they play with electronic toys, calculators and computer keyboards.

Children have good opportunities to develop their creative skills. They enjoy painting, modelling, drawing and chalking. Examples of their works of art are displayed around the play room signalling to children that their efforts are valued. Children show pride in their achievements and enjoy showing visitors completed pieces of artwork. They have fun creating flags using paint, glue and collage materials. They incorporate their own ideas to create highly individual pieces of work. Children play extremely imaginatively in the role play area as they act out scenarios linked to themes. For example, they buy and sell holidays at the travel agents and then go on a journey. A wide range of costumes and props are provided so that children can express themselves, act out stories and play alongside other children who are engaged in the same theme.

Helping children make a positive contribution

The provision is good.

Children feel a strong sense of belonging as they find their name card on arrival. The effective equal opportunities policy ensures that all children are included and valued as individuals. Staff work closely with parents and outside agencies to help promote the welfare and development of all children. Individual education plans are developed for any child that has learning difficulties and/or disabilities and the special educational needs coordinator is motivated and committed to her role.

The children's spiritual, moral, social and cultural development is fostered. Children learn about their culture and other cultures through the celebration of different events and festivals. Birthday cakes are made for each child's birthday and children learn about the wider world as they celebrate festivals such as Easter, Christmas or Diwali. Play materials, books and posters depict positive images of diversity and encourage children to feel good about themselves and others. They have great fun responding to the register using greetings from a variety of languages. Children learn to take care of each other and warm friendships are formed. They share toys and take turns, often negotiating the order by themselves.

Children behave well due to the consistent, positive strategies that staff employ to help them understand right from wrong and how to get along with others. All staff have attended behaviour management training. Children are polite and considerate to their friends and carers. Staff are calm, respectful and provide good role models. Children are eager to help tidy up and they stop and listen carefully when staff need to gain their attention. Plenty of praise and encouragement is given to raise children's confidence and self-esteem.

Children benefit from the close links with the nearby school and the local community. The reception teacher visits the pre-school and the children are invited into the school. Outings are made into Rayleigh to view buildings and landmarks and the children visit the library.

The partnership with parents and carers is good. Parents are involved in the running of the pre-school through the committee and by volunteering at sessions. Staff create a welcoming atmosphere and parents find the staff very approachable. A wealth of written information is displayed in the parents' room, the weekly planning is displayed in the entrance hall and newsletters are shared. Parents are encouraged to become involved in their child's learning as they are invited to share items linked to themes or go on the outings with the staff and children. Sports day and fundraising events are successfully held. Written information about the children's progress and achievements is shared and good verbal feedback is given each day. Parents speak highly of the pre-school and appreciate the 'extremely kind, understanding and friendly staff team' and that they 'go the extra mile' to provide stimulating activities and outings.

Organisation

The organisation is satisfactory.

Children are settled and well cared for by qualified staff who use their skills to provide stimulating and interesting activities. Sessions run smoothly as space and resources are efficiently organised. There has been an impressive training programme since the last inspection and all staff working directly with the children now hold a recognised early years qualification. An administrator is also employed to deal with the paperwork. Staff deployment is effective, children are closely supervised and the required ratios are met at all times. All staff have been vetted and cleared as suitable to work with children. There are robust recruitment procedures in place for new staff. Although the registered person is in breach of a regulation by not informing Ofsted about all changes to the committee members, the rigorous procedures in place for the vetting of all staff mean that children's safety and well-being is well maintained.

All the essential documentation that ensure the safe and efficient day-to-day management of the pre-school is in place. Policies and procedures are routinely reviewed and updated to promote the welfare, care and learning of the children. The supervisors are currently in the process of systematically organising the operational plan.

The leadership and management of the nursery education is good. The staff team are strongly supported by the management committee. There is a positive commitment to improving the care and education for all children. Supervisory staff are good role models and set a very professional tone. They work directly with the children and as part of the team. Therefore, they are able to monitor provision and activities on a daily basis. All staff are actively involved in planning and delivering the curriculum. They enthusiastically seek new ideas for activities and this ensures that children have a wide variety of learning experiences. Staff meetings are regularly held and appraisals for all staff are undertaken. The pre-school holds an Investors in People award.

Overall children's needs are met.

Improvements since the last inspection

At the last inspection the provider was asked to obtain parental permission for seeking any necessary emergency medical advice or treatment, develop staff's knowledge and understanding of child protection issues by obtaining the current recommended literature and to review written policies and procedures. All relevant consent agreements are now in place. The staff have now obtained the relevant safeguarding literature and have also attended child protection training. Written policies and procedures have continually been reviewed and updated to meet changes to the National Standards. Consequently, children's health, welfare and safety has been enhanced.

At the last inspection for nursery education the provider was asked to develop the planning cycle to ensure that all aspects of the early learning goals are regularly covered and to develop the system for monitoring and evaluating the provision. Long-term plans have now been reviewed to ensure that all six areas of learning are given equal emphasis, staff appraisals are undertaken and the business plan and activities are evaluated and monitored. Consequently, children's learning experiences have been enhanced.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that hand washing procedures comply with Environmental Health requirements
- ensure that Ofsted is notified of changes to the committee and that all committee members complete the appropriate vetting procedures
- enhance outcomes for the younger children by using an approach in line with the 'Birth to three matters' framework.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the planning and assessment cycle by ensuring that the children's starting points and next steps are identified and used to inform future planning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk