

# Fairfield Little Learners PreSchool

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY365603
<b>Inspection date</b>	24 June 2008
<b>Inspector</b>	Judith Chinnery
<b>Setting Address</b>	Fairfield School, Cheshire Drive, Wigston, Leicestershire, LE18 4WA
<b>Telephone number</b>	01162 782424
<b>E-mail</b>	
<b>Registered person</b>	LINDA BRITTAİN
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Fairfield Little Learners Pre-school was re-registered in 2007. It operates from the community centre of Fairfield Community Primary school, close to the city and county border of Leicestershire. A maximum of 26 children may attend the pre-school at any one time. The group is open each weekday from 09:00 until 12:00 term time only. All children share access to an enclosed outdoor play area. There are currently 32 children on roll, of these, 26 receive funding for nursery education. The pre-school supports children with learning difficulties and/or disabilities. All five members of staff are qualified to level three in childcare.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children's health and well-being is promoted well in this setting. Staff have established good hygiene routines with the children so that they readily wash their hands themselves, for example, before having snack. This ensures that the likelihood of cross-infection amongst the children

is minimised. Accident and medication records are kept accurately and up-to-date which means that children's needs are supported well in an emergency.

Children are well nourished and enjoy a wide variety of different fruits at snack time as well as other foods to give them a well balanced diet. For example, children help themselves, with support from the staff, to different fruits such as apples, pears, bananas, oranges, grapes and raisins. Children can also help themselves to drinking water whenever they need it which ensures that they are unlikely to become thirsty.

Since being in their new premises the children really enjoy being able to get outside every day. They are busy and active and like to climb, run and jump using the apparatus as well as explore the other activities provided outside. Staff plan and provide a range of activities outside which the children enjoy. However, the staff do not always challenge the children sufficiently to encourage them to try out and test new physical skills.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a safe environment. The equipment and resources used by the children are good. They are suitable for their age and stage of development. Tables and chairs are low and enable the children to sit, eat and play safely. Staff ensure that the premises and areas used by the children are safe, for example, the electric sockets are not accessible and external exits are kept locked. This means that unwanted visitors cannot gain access to the setting and ensures that children are well protected. Staff are vigilant in checking the areas and resources used by the children on a daily basis to ensure that they are safe. However, they have not yet up-dated or reviewed their risk assessments to reflect all aspects of the new premises.

Children are well protected from harm at this setting. Most staff are knowledgeable about safeguarding. For example, staff recognise signs of abuse such as changes in children's behaviour and/or unexplained injuries. Staff are also aware of safeguarding policies and procedures and know how to record and report any concerns.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy being in this setting and form close relationships with staff and each other. They are making sound progress in their learning because they are able to choose and play freely. The children are familiar with the setting and its routines and settle quickly to activities such as drawing and dressing up. This is because staff support children appropriately and spend time with them which enables them to develop their confidence and self-esteem.

Children enjoy participating in a wide range of activities, which staff plan for, based on some of their observations. Children are eager to become involved in manipulating dough to make pretend cakes. They enjoy using glue to stick collage materials to paper. They are eager to get outside to join in activities to such as pouring with the sand and playing musical instruments. However, activity plans do not always take account of the younger children's differing needs and abilities. Consequently staff miss many opportunities to question, challenge and support children to enable them to make better progress in their learning.

The quality of teaching and learning for nursery education is satisfactory. Children are making suitable progress towards reaching the early learning goals because the staff use their sound

knowledge of the Foundation Stage to provide a broad range of activities, which children can explore and access freely for themselves. The staff are beginning to record their observations of children and analyse what they can do. They are now also beginning to decide on the next steps the children need to take. However, they are unsure of children's starting points and do not always make sufficient use of this information to plan and provide activities which children are interested in and which promote the skills they need to learn next. This tends to impede staff's ability to question and facilitate children's learning which means that children do not always make progress to their full potential.

Children readily become involved in activities such as sand play and role-play, often around super heroes. They are starting to make friends and enjoy sound relationships with the staff. They generally behave well and like to do things such as getting their own water and choosing their own fruit for themselves. However, staff miss many opportunities to support children in making decisions, using their initiative and being independent when they do things for them such as putting on dressing up clothes or squeezing play dough out of pots. The children are talkative and enjoy using their developing vocabulary to tell others where they have been. For example, a child was able to explain that they had been to the space centre and had seen a rocket. They also love to draw and mark make and a number of the older children are confidently writing their own names and recognise the names of others. Children also listen well to stories and enjoy looking at books. Again, however, staff miss opportunities to ask open ended questions which really encourage children to think critically and make connections.

Plans show that children participate in a variety of activities which promote numeracy and problem solving. Most children can count by rote to at least 20 and some older children are beginning to make sense of the numbers they see around them, for example, house numbers. Staff also introduce them to shapes, size and measuring activities. However, again staff miss a number of opportunities to encourage the children to solve simple problems and extend and develop their understanding.

Children are developing their knowledge and understanding of the world. They are confident when using the computer and easily use the mouse to make the programme work. They are developing their sense of time when they use the egg timer to take turns as well as talking about the weather. Plans show that children also participate in activities which enable them to explore and find out about the natural world such as planting and watching seeds grow. Children's fine and large body skills are growing as they take part in activities such as throwing and catching balls, manipulating dough and music and movement. Children really enjoy painting and using collage materials to create some of their own art work. They spend a lot of time taking on different roles using the dressing up clothes and other items.

### **Helping children make a positive contribution**

The provision is good.

Children are able to join in and participate in this setting effectively. They form close relationships with staff and each other and are able to work harmoniously together. Children are starting to develop an understanding and respect for themselves and each other because staff make effective use of resources which reflect diversity and positive images. They are also starting to develop their knowledge of the wider world around them as they join in with activities in the school and celebrate birthdays and festivals such as Chinese New Year. The needs of any children who may have learning difficulties and/or disabilities are also well supported by the staff, they have a sound understanding of how to adapt activities and include all children in the life of the setting.

Children behave well in the setting. They respond positively to explanations and expectations of the staff. They enjoy taking responsibility for the egg timer to resolve squabbles over turn taking. Many older children are also starting to take responsibility for managing their own behaviour such as reminding younger children about the rules or helping them with more difficult tasks. Children social, moral, spiritual and cultural development is fostered. This is seen in their developing understanding of the world around them, through celebrating different festivals and learning how to behave well.

Staff foster good relationships with parents which means that children's individual needs are well met. Parents are able to tell staff about their children's dietary needs and their own wishes as well as find out what their child has been doing whilst at the setting. Partnership with parents for nursery education is satisfactory. Whilst parents receive information about the setting, its policies and procedures, they currently receive little information about the Foundation Stage curriculum. Staff willingly explain to parents about their child's development and invite parents to give them information about their child. However, this is unsuccessful means that parents are rarely able to share what they know about their child's development. Ideas for activities are sometimes given in a newsletter and parents can also tell staff about children's lives at home through the diary with Sammy the Squirrel, however, there are few other opportunities for parents to become involved in their child's learning in meaningful ways.

### **Organisation**

The organisation is good.

The owner/manager and deputy are committed to organising and managing the setting to promote sound outcomes for children. The needs of the children for whom the setting provides are met. The staff work well together to support each other and the children, so that they are cared for in a harmonious environment.

All staff are well qualified and take up regular training to keep their child care skills up-to-date. Ratios are well maintained, staff deployment is planned effectively and children are supported in their care, play and learning. This contributes well to children's progress in being healthy, staying safe, enjoying and achieving as well as making a positive contribution. Policies and procedures are being reviewed to take account of the recent move to the new setting; in the main they support staff in promoting positive care and education for all children.

Leadership and management for nursery education is satisfactory. Managers have a clear commitment to improving learning for all children. They are active in promoting training and new ideas and work alongside staff to support them in bringing about positive changes such as a better emphasis on child-led learning. They have a sound understanding of individual staff strengths and weaknesses and make use of assessments to identify some strengths and weaknesses in their provision. However, they are less effective in evaluating and analysing this information for themselves and tend to rely on external sources such as the mentor teacher to draw up their plans for future development and improvements.

### **Improvements since the last inspection**

Not applicable.

## Complaints since the last inspection

Since registration 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 any 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## 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 risk assessments are updated to include aspects of the new premises
- ensure that observations, assessment and planning supports provision for the youngest children so that their learning and development is identified and catered for.

### 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 assessment and planning systems to include children's starting points and to ensure that information from children's assessments is clearly reflected in planning so that activities are based on what the children are interested in and need to learn next
- develop partnerships with parents to ensure they are well informed about the Foundation Stage, able to share what they know about their child and can be meaningfully involved in their child's learning
- develop systems for evaluating and monitoring the educational provision for all children so that plans for future improvements can be clearly identified
- develop staff's ability to question and facilitate children's learning appropriately to encourage them to think critically, solve problems and make connections to enable them to make good progress towards the early learning goals.

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