

# Fairfield Education & Childcare

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY367513
<b>Inspection date</b>	01 July 2008
<b>Inspector</b>	Susan Margaret Lyon
<b>Setting Address</b>	Fairfield Road CP School, Grove Street, Droylsden, MANCHESTER, M43 6AF
<b>Telephone number</b>	07814 238711
<b>E-mail</b>	
<b>Registered person</b>	Fairfield Education & Childcare
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Sessional care, Out of School 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 satisfactory. 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 Education and Childcare is owned and run by a private partnership. It was registered in 2008 and operates from six rooms in two buildings. One building is purpose built and the other is a community building situated in Tameside. A maximum of 40 children may attend at any one time. The setting is open each weekday from 07.45 to 12.45 and from 15.10 to 18.00 term time and from 07.45 to 17.30 during some holidays. All children have access to securely enclosed outdoor play areas. There are currently 42 children on roll. Of these 14 children receive funding for nursery education. Children attend on a variety of placements. The setting employs six staff, half of whom are qualified. The group supports children with English as an additional language.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children stay healthy through satisfactory hygiene routines, such as washing hands after toileting and before food. They are cared for in a clean and hygienic environment. Children are adequately protected from infection through the exclusion of children who are infectious and the use of paper towels and tissues. An appropriate nappy changing routine further prevents the spread of germs. Children keep fit and active through using a range of equipment outdoors, such as balls, cars and bikes. They benefit from fresh air and exercise every day as they freely access the outdoors as they wish. Soft seating in the book corner enables children to rest as they need promoting their health and well-being.

Children are adequately nourished through healthy snacks, such as breadsticks and fruit. Their health and dietary needs are met through appropriate discussions with parents and the recording of allergies and intolerances. Children learn about healthy eating from posters and puzzles showing fruit and vegetables and relevant discussions with staff about foods that are good for them. Water is always available keeping their bodies healthy and hydrated. Children respond well to routine, such as sitting down together and socialising at snack time.

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

The provision is satisfactory.

Play areas are bright, colourful, and child-centred using lots of posters and pictures to create a welcoming environment for children. Children are able to move around freely and safely due to the appropriate organisation of furniture and resources. Children use suitable toys and equipment due to satisfactory routines for keeping them safe and clean. Children are cared for in a safe and secure environment due to adequate precautions being in place. For example, outdoor gates are locked, socket covers are in place and the entrance is secured. Children are protected from harm through risk assessments to the premises to minimise hazards.

Children are kept safe on outings because staff ensure adequate precautions are in place, such as appropriate numbers of adults present and children holding hands. Children learn to keep themselves safe through appropriate discussions with staff. Children's safety is enhanced due to staff having an awareness of fire precautions. Children develop an understanding of fire procedures through being made aware of and practising the emergency evacuation plan. Children are protected because the staff are clear about their roles and responsibilities in a child protection situation.

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

The provision is satisfactory.

Children are eager to play and join in activities. They engage well in a range of activities to foster their development. For example, they enjoy 'making food' in the home corner, and 'painting' the walls outside with water. Children play happily and cooperate well together in their self-chosen activity. For example, they enjoy washing the dolls' clothes together and hanging them up to dry. Children acquire new knowledge and skills through the staff talking to them. For example, staff say, 'Show me how you balance' and 'Can you find the red crayon?' Children are very happy and settled. Through a range of art and craft materials children develop their imagination and creativity, thus promoting their sense of achievement and enjoyment.

For example, they make ice cream from cotton wool and starfish using sand, although opportunity to explore natural objects and textures are limited. Children enjoy friendships and positive relationships with staff and each other.

## Nursery Education

The quality of teaching and learning is satisfactory. Staff understand the Foundation Stage curriculum and provide a suitable learning environment covering the six areas of learning. For example, soft seating is provided to encourage an enjoyment of books and stories, and drawing and painting is always available to promote children's creativity. Children are keen to join in activities and are motivated to learn, although limited information is gathered on entry to the setting to inform staff of what new children can do. On-going detailed and informative observations are carried out which link in well to the areas of learning. However, this information is not always used to plan the next steps in children's learning. Staff treat children with great kindness and respect and, as a result, children are well-mannered, polite and confident.

Children demonstrate pride in their achievements as they proudly say, 'I'm cleaning the bike.' They talk freely about their home and community as they enjoy talking about their birthdays. Children relate well to one another and show strong attachments as they build wooden structures together and concentrate for extended periods of time. Children enjoy gathering round and listening to stories as they shout out familiar words and join in repeated refrains. Children frequently draw and paint and make meaning to marks, such as 'that's a banana.' They ably use one-handed tools when watering the plants, digging with spades and using scissors. Children use number names and number language spontaneously during play, such as, 'I've got two pegs.' They show interest in numbers and counting as they happily sing 'Five currant buns' while playing. Children observe and use positional language as they discuss and demonstrate 'under', 'over' and 'through' during story time. Children show interest in the world in which they live as they look at lines in the sky and shout 'aeroplanes.' They competently complete simple programs on the computer as they show great interest in Information and Communication Technology. Children frequently cooperate well together, such as placing large wooden planks together to build and balance on horizontal structures. Children notice what adults do and imitate what is observed as they make a stage, guitars and microphones out of building bricks and 'put on a show.' They enjoy joining in their favourite songs while playing and begin to differentiate colours, for example, a child says, 'I'm getting pink pegs.' Children enjoy outdoor play and move spontaneously in a range of ways, such as jumping, skipping and balancing. They enjoy constructing with large materials, such as cardboard boxes and wooden planks.

## Helping children make a positive contribution

The provision is satisfactory.

Children are cared for by staff who work with parents to meet individual needs of children. For example, signed consent forms are obtained for various aspects of care. Children feel a sense of belonging as they have their own coat pegs, and they collect their own name cards as they enter the setting. Children develop an awareness of the needs of others through appropriate discussions with staff about being kind and taking turns. Children become aware of the wider world through a satisfactory range of play resources. For example, they look at books showing different cultures and signs and posters are displayed in other languages.

Staff ensure all children are fully involved in the life of the setting through adapting or changing the way play is provided to suit all levels of ability. Children's welfare is protected through the staff knowing what to do in the event of identifying a child with learning disabilities or

difficulties. Children behave very well. They understand right from wrong because the staff give them explanations and make boundaries clear.

Partnership with parents is satisfactory. Children's needs are met through the parents being given information on a daily basis regarding their all-round needs. Policies and procedures are always available for parents although information regarding the Foundation Stage curriculum is limited. General information is displayed on the notice board for parents and a leaflet is given to new parents. Staff involve parents in their child's learning through giving them information about current themes and topics. Children's files are available to parents at any time to keep them informed of their child's progress and development. Parents are welcomed into the setting and are at ease talking to staff. The setting fosters children's spiritual, moral, social and cultural development.

## **Organisation**

The organisation is satisfactory.

Children are protected through satisfactory recruitment and vetting procedures. Children are cared for by staff with knowledge and understanding of child development. The setting is organised to meet appropriate adult and child ratios at all times as sufficient cover is provided for staff absences at short notice. Children's needs are met effectively through a key worker system being in place to help new children settle in, liaise with parents and monitor their progress and development. Good deployment of staff contributes to children's enjoyment and achievement as staff support their play well. The organisation of play areas and resources allow children to be independent learners. Most documentation is in place which contributes to the safe and efficient management of the provision. However, the daily register lacked sufficient information regarding registering children on a daily basis. This has been addressed by staff immediately implementing a system whereby parents sign children in and out with actual times of attendances. Most policies are in place which contribute to keeping children well cared for, although the lack of a lost child policy hinders staff's ability to deal with such an occurrence effectively.

Leadership and management is satisfactory. Staff have attended Foundation Stage training and all are involved in the planning for the curriculum to help children develop in all areas. Staff's performances are evaluated through everyone working closely together and, as a result, teamwork is a strength. The leaders motivate staff and children by acting as positive role models and updating their own knowledge and skills. Staff feel they receive good leadership and management as decision making is shared and their input valued. The provision is managed and monitored through regular team meetings and the leaders support further training. A system is in place to identify weaknesses and put plans in place to bring about improvements regarding the delivery of the Foundation Stage curriculum. The group is organised as strong links are established with the school through arranging visits for children to ease the transition period. Regular communication between the staff and teachers enhances the care and well-being of children attending wrap around care. Overall, the provision meets the needs of the range of children for whom it provides.

## **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 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 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):

- consistently record children's times of attendances in the daily register
- ensure a lost child policy is implemented and understood by staff.

#### **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):

- ensure information from observations is used to plan the next steps in individual children's learning
- gather information on entry to the setting to establish what children can do

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](http://www.ofsted.gov.uk)