

Fairlands Nursery School

Inspection report for early years provision

Unique reference number EY380797
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Fairlands Nursery School registered in 2008 and is privately owned and operated. The nursery school operates from detached premises in Shedfield, near Southampton. Children have use of five classrooms in the main building; one room and a hall are available in an adjacent building. They have access to their own outside play areas next to the classrooms, as well as the extensive enclosed playing field. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 80 children under eight. Currently there are 50 children in the early years age range on roll. The nursery is in receipt of funding for early education for three and four-year-olds. It is open throughout the year from 08:00 until 15:45 Monday to Friday during term time; children may attend for the whole or part of the day. Children in the later years age range may join with younger children to attend a play-scheme that operates during some holiday periods. The owners and eight members of staff work with the children, the majority hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are keen to attend the nursery and, on arrival, are completely involved in the activities prepared by staff, who are knowledgeable concerning each child's individual needs. The owners and staff-team value parents as partners in the care of the children; positive relationships exist which ensure children make good progress in their learning and development. Although the methods of monitoring and evaluation are informal, responsibility for this is shared between owners and staff, which results in continual improvements throughout the setting, for the benefit of all children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the methods of recording and sharing children's achievements to ensure activities are assessed for effectiveness for individual children and used to inform the planning for each child
- review the use of space and resources to ensure younger children are able to access the toilet and handwashing facilities independently and older children have increased opportunities to socialise at snack time
- continue to monitor that creative activities are led predominantly by the children.

The leadership and management of the early years provision

The nursery's owners value the commitment and enthusiasm of their staff; they work along side them on a daily basis sharing in all tasks and leading by example.

The changes made under the new ownership of this existing nursery have had a positive impact on the outcomes for children. The owners encourage staff to assess their own skills and bring their ideas to a yearly appraisal; staff attend training or meet with other childcare professionals at cluster meetings to share good practice and improve their practice. Children have greater independence in their learning and staff support this process well, while retaining an overview of the curriculum to ensure that all areas are included. The owners recognise the value of the outdoor area as a learning environment and provide increased time and experiences for children here. The organisation of the indoor space and resources encourages children to make informed decisions about their play.

There are strong recruitment and vetting procedures in place, which ensure that all staff are suitable to work with children. The team are well qualified and efficient; they fully understand and implement all of the nursery's policies and procedures each day. All staff have secure knowledge of the nursery's safeguarding procedures, with the owners taking joint responsibility for child protection issues. Staff complete on-going assessments of the risks to children's safety or well-being and take swift action to minimise these. Staff are deployed well throughout the nursery; they know the children well and provide consistent support to those in their care.

The nursery offers a warm welcome to all children and parents; information gained by discussion or by completion of the registration form concerning, for example, children's home language, religion or dietary needs, is respected. The staff demonstrate understanding of how to ensure that children whose first language is not English, or who have additional learning needs, are valued and included. They use pictures to support the labelling of key messages throughout the nursery and use Makaton signing at times with groups of children, promoting an inclusive environment where every child is able to communicate their needs. Parents are welcomed into their child's base room and invited to spend time in a leisurely handover to staff. They are able to see activities their child takes part in or view their child's work at any time. Daily communication books are used to inform parents of issues concerning children's welfare. Parents are encouraged to join with staff in supporting their child's learning at home, using the sounds and word books, the shared reading scheme and the Plus Mark book where children's progress and achievements are celebrated.

The quality and standards of the early years provision

Children are active learners and benefit from an extensive range of resources, which they use flexibly and imaginatively in their play. They particularly enjoy the opportunities outdoors provided by the newly created raised bed containing bark and tyres, alongside the den housing 'snakes'. Children practise real-life situations as they 'fuel' their tricycles with buckets of the 'petrol' bark, they become aware of the natural world as they take part in planting carrot and broad bean seeds. Children benefit from daily use of the outdoor space as the nursery arranged for the purchase of wet suits; children are experiencing varying weather conditions and learning how to dress appropriately for these. They are becoming increasingly independent as they change into their wet suits and boots; they show good bodily

awareness and help themselves to tissues, which staff place within easy reach, assisting the children to maintain good standards of hygiene. The nursery is a very safe, secure environment which is generally well organised to promote children's independence. Children move with confidence around their play space and select from the clearly labelled, accessible resources, making their own choices. Most children are able to access the toilet and washing facilities without the need of adult assistance. The nursery actively promotes the importance of healthy eating and offers children a wide choice of fruit at snack time. Older children helpfully assist with pouring drinks and handing these to their friends, although the organisation of the furniture does not allow them to come together as a group at this time. Children do have such opportunities during registration where they listen attentively to what others have to say. Staff use such times productively, for example, they may ask that children count how many are present; they are skilled at asking open-ended questions and encouraging children to solve problems for themselves. The staff organise enjoyable activities for children, resulting in them becoming observant and inquisitive individuals. For example, small groups of children take part in the tray game and show ability to recall items removed. Children also have dedicated time using a computer with a specialist teacher each week and show skill in using the equipment to manage the programs.

The nursery promotes children's enjoyment of books in many ways; they ensure that a stimulating range is easily accessible to the children, so children often find their favourite to sit and read to themselves. Older children also enjoy the more formal approach to reading and many make exceptional progress in recognising and forming simple words. The nursery provides many opportunities that promote children's creativity, and children are often absorbed in role-play where they transform crayons into candles for birthday cakes. Many examples of children's artwork and designs decorate the nursery, although at times staff determine how the finished item should appear and overly direct planned activities.

The staff team observe children throughout the day and share their knowledge with each other in general discussion, ensuring children are safe and their needs are known. The lower and upper school staff plan activities covering all areas of learning for children in their care; they use their secure knowledge of children's interests and level of ability as they interact with each child. Children remain engaged and show good levels of concentration; they make good progress in their learning and development. The staff team assess the effectiveness of the activities for the group as a whole, although as yet, the written plans do not differentiate how activities will be adapted for individual children.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.