

Fairhaven Under Fives Centre

Inspection report for early years provision

Unique reference number EY377174
Inspection date 02/06/2009
Inspector Jackie Nation

Setting address Fairhaven Primary School, Barnett Lane, Stourbridge, West Midlands, DY8 5PY

Telephone number 01384 813 977

Email

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 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

Fairhaven Under Fives Centre opened in 1991 and re-registered as a limited company in 2008. The group operates from a self-contained unit within the grounds of Fairhaven Primary School in the Wordsley area of Dudley. The setting is laid out in two main areas with kitchen and toilet facilities included. The setting serves children and their families in the local community and surrounding areas. The premises are accessible via two steps at the entrance door or by using the ramp access at the side of the building. There is a small enclosed garden available for outdoor play and children also use the school playground areas for outdoor play.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 30 children may attend the setting at any one time. There are currently 52 on roll who are within the Early Years Foundation Stage (EYFS). The setting is in receipt of funding for nursery education. The centre is open each weekday from 09:00 until 11:30 and 12:45 until 15:15 during school term times. Children attend a variety of sessions. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are six members of staff working at the setting, all of whom hold appropriate early years qualifications. The group holds bronze and silver awards in quality assurance and receives support from the early years team of the local authority. The group is also a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The setting provides highly effectively for children's welfare, learning and development in the Early Years Foundation Stage. Inclusive practice lies at the heart of this very successful setting because all staff recognise the uniqueness of every child attending. Partnership with parents and carers is valued, this ensures children's needs are met and their welfare promoted. The provider is very aware of the strengths of the setting and areas for improvement, she works with staff who constantly strive to improve the experiences of children attending the setting. Overall, a very welcoming and inclusive service is provided.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further strategies to involve parents in all aspects of the provision.

The leadership and management of the early years provision

The setting is expertly led and managed by an owner/manager who is an excellent role model and supports staff very well. Children flourish in the care of an experienced and enthusiastic staff team who are genuinely interested in what the children say and do. Staff create a safe and welcoming environment, and are highly skilled at making sure that all children benefit from an exciting range of activities. Teamwork is very effective and all staff are suitably qualified and very knowledgeable about all aspects of children's welfare, learning and development. All records for the safe and efficient management of the provision are maintained very effectively. A robust recruitment and induction programme, as well as comprehensive vetting procedures ensure that all adults working with the children are suitable to do so. Highly effective safeguarding policies ensure that children are very well protected. All staff are knowledgeable about their own roles and responsibility in safeguarding children; they attend training and follow clear procedures to ensure children are protected and their safety is assured. Highly effective systems are in place to ensure children are safe and secure; comprehensive risk assessments cover all aspects of the settings and outings, and positive steps are taken to minimise risks to children.

All staff are committed to professional development; staff speak with passion about training they have completed with a view to using the knowledge gained to further enhance the provision and promote outcomes for children. The manager and staff team continually reflect on practice and from the information available, they are clearly able to identify strengths and areas where they would like to improve, for example, by continuing to develop strategies to involve parents in all aspects of the provision.

Partnership with parents and carers is very good. There are many opportunities for parents to share information with staff, to enable them to meet their child's individual needs. Parents are encouraged to share what they know about their child, particularly when the child first starts to attend. Parents receive good quality information about the provision, such as a comprehensive welcome pack, weekly information about planned learning intentions across the six areas of learning, and detailed learning journeys that inform parents about their children's achievements and progress. This gives parents the opportunity to be involved in their child's learning and development and ensures continuity of care and learning. It is evident from discussions with parents that they appreciate what this setting achieves for their children. A strength of the setting is the collaboration between staff, parents and carers, and other professional bodies who work very successfully to meet the needs of children. This ensures children with learning difficulties and/or disabilities receive the support they need to help them reach their full potential. There is an excellent relationship with the primary school where this setting is located and this supports the transitions into school, and continuity of care and learning.

The quality and standards of the early years provision

Children are making excellent progress towards the early learning goals in all aspects of their learning and development. This is because staff have an excellent knowledge of how children learn and see assessment as an integral part of the learning and development process. Children confidently explore a stimulating environment where they are fully engaged in purposeful play both indoors and outside. Planning is securely based on staff observations of children during play and children's interests. This information is used to identify learning priorities and plan challenging and motivating learning experiences for each child and this has a positive impact on the progress children make. There is a balance of adult-led and child-led activities that results in children being active learners, creative and able to think critically. Children are keen to express their ideas through discussion, drawing, painting and role play and show excellent levels of enjoyment.

The environment is well planned to promote all aspects of learning and children are very confident in their surroundings. Bright colourful displays of children's work create an attractive learning environment and children can see their art work displayed helping them to develop a sense of pride and achievement. They initiate their own play and a wealth of good quality equipment, resources and props are attractively displayed and easily accessible. This has a positive impact on their confidence, independence and motivation. Children's personal, social and emotional development is very strong. They quickly develop a positive sense of themselves, excellent social skills and a positive disposition to learn. Children are confident to initiate ideas and speak in a familiar group, for example during circle time when they take on the role of 'Star person'. Children develop a love of books and listen with enjoyment to their favourite stories and sing songs with great enthusiasm. Story time can often take place in a 'Tepee' in the school grounds which children thoroughly enjoy. Children are encouraged to recognise their own name through self-registration and there are excellent opportunities for them to practise their mark-making skills. Older children are beginning to write their own name and are keen to demonstrate their knowledge of letter sounds. Children talk about numbers, shapes, size and colour during practical activities, for example, they select similar objects from a basket and compare them by size. Children's creativity is fully supported with a superb variety of resources for collage, art and craft, music, dance and movement, role play and dressing up. Children's brilliant range of art work is evident in the playroom, including weaving and painting using various techniques. Children explore the local environment and access a wide variety of toys that reflect diversity. Through planned activities about different festivals and outings, children develop a good understanding of the local community and wider world. Children learn about the importance of fresh air and physical exercise because excellent attention is given to outdoor play opportunities. Children benefit from being able to access the school playground and other inspiring areas such as the tyre park and areas where they can play on more challenging equipment which helps promote their co-ordination, control and movement. Children move around outdoors with confidence and imagination; they hunt for bugs, talk about organising picnics, and play on pirate ships utilising crates and boxes.

Children's behaviour is exemplary; they are well mannered, make friends and are kind to each other. Outstanding attention is given to promoting good hygiene at the setting. Children are developing skills in self-care and know why they need to wash their hands before snack time and after using the bathroom. Children enjoy a range of fresh fruit at snack time, and drinking water is available throughout the session to ensure children remain hydrated. Children learn how to keep themselves safe, through planned activities about road safety and they know how to evacuate the premises in an emergency by practising the fire drill.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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