

Fairlands Pre-School

Inspection report for early years provision

Unique reference number EY385674
Inspection date 15/06/2009
Inspector Lynne Kathleen Talbot

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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 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 Pre-school registered in December 2008. The provision operates from a building on the Fairland Nursery and Primary School campus in Stevenage, Hertfordshire. The building is accessed by a single step at each threshold. All children have access to a fully enclosed outdoor play area.

The provision is open weekday term time only and sessions are from 09.00 to 12.00 and 12.30 to 15.00, with the exception of Tuesday and Thursday afternoons which are 12.45 to 15.45. A maximum of 20 children may attend the setting at any one time. The setting receives funding for Nursery Education. The setting is registered on the Early Years Register and on the compulsory part of the Childcare register.

There are currently 67 children on roll, all of whom are within the Early Years Foundation Stage (EYFS). Five children attend other settings such as the early years unit of the local primary school or childminders. The setting supports children with learning difficulties and/or disabilities and children for whom English is an additional language. There are five staff members, all hold relevant childcare qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Planning for the EYFS is largely child-led within themes and ensures that children receive experiences that foster good progress. Staff create a very welcoming environment, using daily and annual risk assessments, making sure that children are safeguarded, their welfare needs met and that each child is fully included. Effective links with parents involve them in the day-to-day well-being of their children and those secure relationships help children thrive. Relationships with other settings are established to ensure that children receive the maximum benefit from all settings within which they receive care. Procedures for self-evaluation are robust and ensure continued development and improved outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the use of planning and assessment; ensure that a baseline assessment, involving parents, informs the planning, use assessment to identify next steps for children and show differentiation to meet individual needs
- develop the educational programme for children's creative development, with particular reference to exploring free creativity using a wide range of materials and opportunities for children to display creative works
- maintain a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident;

this refers to risk assessment for outings.

The leadership and management of the early years provision

Comprehensive policies and procedures ensure that all children's needs are met. Robust safeguarding procedures ensure that children are protected. Staff use effective daily and annual risk assessments to check that hazards are minimised. However, whilst a check is completed informally there is no record of risk assessments for outings and this means that children's safety could be compromised. Staff show a genuine desire to promote the best care and opportunities for children. They review and update training such as, two staff completing Foundation Degree and a 'Start to play' course for outdoor and physical play; this promotes continued development. There is a clear recruitment and induction programme for new staff with close monitoring of any students attending. Emergency evacuation is completed both with the main school and independently. An equipped emergency box is carried during evacuation, this adds to the clear steps for safety. The self-evaluation is well-developed and forms the basis for a development action plan showing that the staff address the impact of the provision for the children attending.

The staff group work well with parents using newsletters and questionnaires as well as home observations slips for parents to complete to add to children's 'Learning Journeys'. Individual learning files show the use of observations and progression tracking, however, parents are not yet involved in a system to establish a baseline starting point for development on entry to the setting. This means they are not fully involved in their child's learning journey. Very good systems are developed to involve children and parents with English as an additional language such as, printed sheets for key words and involving families by celebrating events and festivals that are of importance to them. The provision works extremely closely with children with specific needs. This has been shown where there have been mobility arrangements required as well as medical needs requiring close monitoring and work with other professionals. The setting maintains good links with other providers of EYFS using meetings, shared planning and telephone contact.

The quality and standards of the early years provision

Children are offered a stimulating range of activities that help them to make very good progress. Resources are plentiful and stimulating and offered in a highly inviting playroom as well as making excellent use of the outdoor area as a learning resources. However, there is not an emphasis placed on free creativity or a facility for children to freely display their creative works to significantly foster children's creativity or self-confidence. Observation and assessment by key persons is systematic and makes use of spontaneous observations. The files show progression but do not build from a baseline assessment therefore staff are unable to accurately track children's progression since admission. Planning is flexible, and whilst set around themes, is flexible and responds to children's interest and individual development. However, it is not fed by identified next steps or show

differentiation for individual children meaning that opportunities for development may be missed and some children may not be suitably supported or challenged to achieve.

Children are extremely skilled and confident with mark making. They write their names with confidence and many name the letters of their names for adults to write. Children sound letters and link them to familiar words, and they sing enthusiastically enjoying rhyme. Children enjoy themed works such as those linked to growth and healthy eating. They plant sunflowers as well as tomatoes, peppers, strawberries and potatoes. They explain how they need sun and they water the plants for them to grow, taking turns to be the helper for the day. Children review the growth of their plants measuring them and writing the height on stickers to take home and share with their families. They use the outdoor area for full learning experiences each day with a large range of physical play equipment, sand, building, creative and role play materials. Children design and solve problems as they build together comparing size, making choices about how to enclose buildings or how to reach the higher levels. They match number plates for the cars and park them in numbered bays beginning to recognise number. Children show great interest in the world around them and take turns to care for the goldfish and giant African snail in tanks. They understand that this is recorded on helper charts, learning that mark making serves many purposes. They show great interest in gathering grass to feed the snail and can be seen observing them in the discovery area. They observe birds and provide bird boxes in the trees in the garden. Children become involved in encompassing themed works such as holidays. They enjoy role play with suitcases and show skill with language explaining where they have been, or are going to, and what they need to pack. They explore water and animals in trays where they extend their vocabulary naming starfish, octopus, sharks and whales, and use non-fiction books with staff to identify and name unfamiliar fish and creatures.

Children are eager to participate in daily routines such as registration where they talk about their friends who may be absent telling staff they are 'A' for absent, or 'H' for holiday. They show a developed sense of belonging and awareness of social behaviour as they review the 'behaviour rules' together talking about being kind and caring for the toys. They gain an excellent sense of personal safety as they complete evacuation routines and carry out projects linked to road safety. They enjoy visits from the road crossing patrol officer, and visit road crossing areas to gain practical experience. Children take part in preparing snack together enjoying a wide range of fruits and vegetables to broaden their experience. They talk about why they maintain health by eating fruits learning about food for health. Children gain stickers for positive behaviours, these methods enable children to develop social awareness and self-esteem.

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

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Annex B: the Childcare Register

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

Met