

Fairfield Fun Factory

Inspection report for early years provision

Unique reference number EY289372
Inspection date 10/12/2009
Inspector Anthony Anderson

Setting address Fairfield Infant School, Peelhouse Lane, Widnes, Cheshire,
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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Fairfield Fun Factory Ltd was re-registered in June 2004. It operates from the main hall of Fairfield Infant School in Widnes, Cheshire. The setting is run by a committee and is open Monday to Friday from 8am to 9.30am and from 2.30pm to 6pm during term time and from 8am to 6pm during school holidays. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children between five and eight years of age may attend the setting at any one time and there are currently 107 children on roll.

The setting supports children with special educational needs and/or disabilities. There are six members of staff, the majority of whom hold appropriate early years qualifications to at least Level 2 with two having successfully attained the higher Levels of 3 and 5 respectively. One senior member of staff holds a degree in Psychology and the Advanced Study of Early Years Practice and the setting is led by a business manager who holds a degree in Business Administration and Management.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children learn through play in this large and warm setting and their needs are met by well deployed and qualified staff, who are experienced in early years practice and meeting the needs of individual children. Most care and welfare systems are fully in place and effective. Partnerships with parents and with the host school are outstanding and both add very positive support to children's development. Management demonstrate a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- develop the systems of observation and assessment in order to consistently identify and act upon children's next steps of learning
- ensure that the daily risk assessment checks of the site and equipment are consistently recorded.

The effectiveness of leadership and management of the early years provision

Recruitment and vetting systems are fully in place and help to ensure that all adults are appropriately screened, qualified and trained. Welfare and care procedures are good overall, but the daily risk assessment checks of the site and equipment are not consistently recorded. However, children are aware of the fire drill routines and these are used effectively to support their safety and well being.

The setting's systems of self-evaluation are thorough and well documented following regular staff meetings. There is significant evidence that this system is clearly supporting the embedding of ambition and successfully driving the organisation towards continuous improvement. Parents say that they are exceptionally pleased with the provision and that they are regularly kept informed about their children's progress and activities via the setting's notice boards. For example, an outstanding display shows how the 'every child matters' agenda is addressed by the setting and a very bright and colourful 'rugby project' collage, produced by children is prominently displayed under the heading of 'our special work'. Other prominent and colourful displays and posters around the setting focus on the wider world and inform children about the range of cultures and faiths.

Relationships with the host school's Foundation Stage management are excellent and are used very well to support all young children's individual progress and development.

The quality and standards of the early years provision and outcomes for children

Children behave well and show, by their smiling faces, that they all enjoy their frequent visits to this bright and friendly setting. Many children are observed tucking into a healthy breakfast of cereal and juice and they are encouraged to wash their hands before eating, by the attentive staff. A wide range of activities are available to keep children occupied and amused and they are laid out in a number of well constructed activity zones around the large setting. Children are encouraged to make choices and the proactive staff are on hand to offer praise and support.

Regular meetings are held with both individuals and small groups of children to seek out their ideas and to make them feel part of a developing and inclusive community. The effectiveness of this system is evaluated by management and this adds significant weight to the setting's own progress towards continuous improvement. There are good and effective links to the six areas of learning, through weekly themes and topics, which are well planned by the setting's management. For example, this week's theme is linked to the study of local culture and is designed to support children's developing knowledge of the world around them. Some use is made of observations to monitor progress and to create individual development profiles for each child. However, this very detailed and informative record system is not sufficiently linked to each child's next steps of development.

A range of exercise routines are designed to support healthy lifestyles. The external play area is available on a daily basis as part of a continuous provision and children are encouraged to make choices and to practise individual skills. The very close and excellent relationship with the host school significantly helps this process, by adding to the range of resources and through regular joint discussions, to monitor children's progress. Inside the setting, some children have fun playing in a small tent, whilst others simply relax whilst watching a DVD on the large screen television in one corner of the setting.

The frequent use of observations of children to inform planning and to monitor their progress helps to support their levels of achievement. Children clearly enjoy regular access to a wide range of play and learning activities and this leads to good levels of progress in their development of future skills.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

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