

# Fairview Under 5's Group

Inspection report for early years provision

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**Unique reference number** 203586  
**Inspection date** 11/06/2010  
**Inspector** Tina Anne Mason

**Setting address** The Pavilion, Fairview Park, Victoria Road, Rayleigh, Essex,  
SS6 8EL

**Telephone number** 0771 3701655

**Email**

**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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Fairview Under 5's Pre-school is run by a committee. It opened in 1979 and operates from the pavilion located in Fairview Park, Rayleigh and is accessed via a slope to the front door. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 17 children may attend the pre-school at any one time. The pre-school opens five days a week during school term times. Sessions are from 9.15am until 11.45am each morning and 12.15pm to 2.45pm on Monday to Thursday.

There are currently 51 children from two to five years on roll. Of these, 42 children receive funding for early education. Children attend for a variety of sessions. The pre-school serves children from the local community and surrounding areas. The pre-school supports children with special educational needs and/or disabilities and has experience of supporting children who have English as an additional language.

The group employs seven staff, all have appropriate early years qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in the setting and benefit from an effective programme of activities. Good consideration is given to the provision and organisation of resources indoors and outside, so that children are fully engrossed in their play. Staff have secure knowledge of most children's individual needs and the Early Years Foundation Stage framework. Policies and procedures are in place to promote most areas of health and safety for children. Communication and positive partnerships with parents and others are strong. This contributes towards consistent and complementary care for children in the pre-school. Therefore, providing an inclusive environment. The setting is developing suitable systems to evaluate their practice and effectiveness. They demonstrate a sound capacity for continuous development and improvement.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- provide appropriate fire detection and control equipment which are in working order: this refers to smoke alarms (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register). 12/07/2010

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

- maximise opportunities to develop children's independence during snack time, for example, by encouraging them to take responsibility for some tasks
- consider methods of storage to further promote children's independence and provide children with the ability to make greater choices in their play
- ensure regular staff appraisals are carried out
- develop further systems for observing and assessing children's progress and use them to identify learning priorities and plan relevant and motivating learning experiences for each child
- develop the system for self-evaluation to monitor the provision in order to identify strengths and weaknesses.

## **The effectiveness of leadership and management of the early years provision**

Policies, procedures, records and documentation are updated and maintained in good order for the effective organisation of the setting. Staff attend appropriate training, including safeguarding, to ensure that their knowledge and awareness of child protection issues are up to date. Robust recruitment procedures ensure appropriate checks are carried out on all staff and volunteers to confirm they are suitable to work with children, which helps safeguard children's welfare. All staff are appropriately qualified, induction procedures and staff meetings ensure they are familiar with the setting's policies and procedures and can implement them in practice. Although, staff appraisal systems are not currently in place which limits the settings ability to identify the training needs of the staff team.

Risk assessments to safeguard children's safety are completed. However, appropriate fire detection and control equipment, for example, smoke alarms are not fitted in the premises, which is a specific legal requirement. Staff are deployed effectively to maintain ratios and meet the needs of the children. Effective procedures are in place to prevent the risk of illness and infection. For instance, parents are immediately notified of any outbreaks in childhood diseases. Staff demonstrate good hygiene practice throughout the sessions. They promote children's health and awareness of healthy eating with the provision of fresh fruits and savoury snacks.

Toys and equipment are maintained in good condition and are well organised. Children have access to a wide range of resources that promotes all areas of their development. Space is used well to meet the care needs of children attending. They work hard to provide children with adequate choices in their play. Although, children's free choice is limited due to the lack of child-height storage. Children with special educational needs and/or disabilities are cared for appropriately. The pre-school has a special needs coordinator who works closely with other agencies, parents and staff to ensure that each child is supported in reaching their full potential. Toys, wall displays, signs around the setting and activities promote positive images of different people from throughout the community and wider world. There are also resources which reflect people with disabilities. Staff use Makaton sign language to assist in communication as appropriate.

Information for parents is excellent, for example, there is a designated parent's room which displays lots of informative posters, curriculum information and a host of relevant information about the pre-school, monthly newsletters are sent out to parents and children's progress meetings take place on a regular basis. In addition, Parents are invited to contribute to the children's records of development and share children's achievements at home. Homework involves children taking part in fun activities at home with their parents and then bringing it back to pre-school to share with the staff and children. For example, during the last holiday the children were encouraged to complete a treasure hunt where they were required to search for different coloured items around the home, which promotes parental involvement in children's learning. Parents speak highly of the pre-school and staff. They feel the staff are always very welcoming and it is clear that they genuinely care about the children and their well-being and development. Self-evaluation identifies most of the strengths and weaknesses of the pre-school, although it was last completed approximately one year ago. It has not been updated by the new manager and staff team, which does not ensure current strengths and weaknesses of the setting are being addressed.

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

Children are highly inquisitive and eager to learn. They are familiar with the routines and respond well to staff. Staff support children's learning well. They offer them praise and encouragement and talk with them about what they are doing. They make regular written observations of children's progress and are able to link their observations to the different areas of learning. These clearly show the next steps that each child needs to take. Although, there are inconsistencies in how often children's learning journeys are updated, which means that the use of these records to inform planning for each child is not wholly effective.

Children come into the setting confidently and separate happily from their parents or carers. They come straight into the playroom and begin to explore what is on offer at each table and activity area. They quickly become absorbed in what they are doing and show good levels of concentration. Children enjoy playing with the construction toys where they make a farm, this activity is then extended by a member of staff who brings in a bucket of farm animals to add to their farm. Staff supervise with care but allow children to try to do things themselves so that they develop independence and take pride in their achievements, only intervening if the child is struggling with a task. Children know that help will be promptly offered if they need it.

Children develop a very good understanding of the natural world as they see how tadpoles change. Children are developing good social skills as they particularly enjoy dressing up and acting out different role play situations. Children use equipment sensibly and safely. They make good progress in using a range of materials and tools to make their own creations, for example, moulding 'play dough' and painting pictures. Adults use questions well to challenge and extend children's knowledge and ideas. When sitting at the writing table and playing with construction materials, children show good speech and language skills, count

confidently up to 10 and recognise several colours accurately. Children explore information and communication technology competently, using the mouse with increasing skill and other programmable toys, contributing to their future economic well-being. Children are able to express themselves through creative activities including painting, collage, discussion and early writing. They develop their physical skills as they play on a range of equipment that promotes their skills at balancing, climbing, catching and throwing.

Children are provided with drinking water throughout the session which is placed within easy reach so that children can help themselves at any time. Children enjoy a healthy range of snack options that include a good selection of fresh fruits. Snacks are offered at the fruit bar. Although, staff occasionally miss opportunities to develop children's independence at these times. Children go to wash their hands before eating, and understand why this is important. Children are familiar with the routines and respond very well to staff. Photographs and symbols are used to help all children understand what is going to happen next. Staff also use simple signing to promote inclusion and encourage children's language skills. Children have a very good understanding of what is expected of them and they behave well. They are considerate, polite and readily help to tidy up when asked. They understand the simple rules, such as, no running inside. Children benefit from physical play opportunities, for example, there is free flow play inside and outside and they also visit local places of interests, such as, the farm, woods and parks. Activities are incorporated in planning throughout the year to help children develop respect and value others. For instance, they begin to understand that people have different celebrations and events in their lives.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 12/07/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 12/07/2010