

Fairfield Education & Childcare

Inspection report for early years provision

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Inspection date	05/07/2010
Inspector	Kay Armstrong
Setting address	Fairfield Road Cp School, Grove Street, Droylsden, Manchester, M43 6AF
Telephone number	07814 238711
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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 Education and Childcare is owned and run by a private partnership. The facility runs a breakfast and after school club, as well a pre-school and wrap-around care provision for children attending Fairfield County Primary School and children from the local area. The provision registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 40 children at any one time.

The breakfast and after school club operates from within the community centre which is within the grounds of the school. Children have access to two main playrooms and associated facilities. There is also an out door play area. The club operates from 7.45am to 8.50am and from 3.15pm to 6pm Monday to Friday term time only. Currently there are 32 children on roll; 15 of these are under eight years and six children are in the early years age group.

The pre-school and wrap-around care operates from within the children's centre which is also within the school grounds. Children have access to a main playroom, associated facilities and an outdoor play area. It operates from 9am to 12.15pm Monday to Friday term time only. Currently there are 32 children on roll who attend for a variety of sessions during the week. This includes 21 children who are in receipt of nursery education funding. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The setting employs five staff to care for the children. Of these, three hold appropriate early years qualifications at National Vocational Qualification level 3 or 4. The two other members of staff are working towards gaining a recognised early years qualification. The setting gains support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have a secure knowledge and understanding of the Early Years Foundation Stage framework. They are enthusiastic and attentive to the children. Children make good progress in their learning. Inclusion is well promoted and activities provided are exciting and sustain the interests of children. Positive working relationships with parents have been established, which promotes the continuity of care for the children, but links with other providers are minimal. Staff demonstrate a positive capacity for continuous improvement. However, a system to monitor and evaluate the provision has yet to be established to ensure key areas for development are targeted appropriately.

What steps need to be taken to improve provision further?

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

- continue to develop links with other providers delivering the Early Years Foundation Stage to ensure children's learning is fully supported
- ensure soap is accessible to children at all times in the bathroom so that they can wash their hands independently
- develop planning further by setting clear learning intentions for activities, particularly for the outdoor curriculum and the promotion of mark making
- establish a system to monitor and evaluate the provision to ensure the areas for development are targeted appropriately.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted well within the setting as staff have a good understanding of the child protection procedures and know how to implement them effectively to safeguard children. All visitors to the setting are required to sign in and out using the visitors' book, which ensures an accurate record of everyone coming into contact with the children is maintained. Robust risks assessments are in place, which ensures all potential hazards are minimised and children are able to play in a safe environment. The staff team works well together. The staff's good knowledge of current early years practice and welfare requirements ensures that children are kept healthy and safe and enjoy their time at the setting. Staff deployment is good and this ensures all children are fully supervised and receive support and encouragement throughout the session.

The indoor and outdoor areas are well equipped with books and resources that are easily accessible to all children to support their independence and choice. Children benefit as staff have established positive relationships with their parents and carers. Friendly exchange of information between staff and parents on arrival and collection ensures that children's changing routines and needs are met and continuity of care is provided. Parents receive good information in a variety of ways. For example, via the noticeboard, regular newsletters and a leaflet which outlines the service offered. They are able to access the detailed policies and procedures which give them an appreciation of how the service works in practice. There are clear systems in place for recording children's progress. These records are shared with parents, which enables them to be involved in their child's learning. Policies and procedures have recently been updated and reflect the current welfare requirements. Tentative links with other providers of the Early Years Foundation Stage have been made but are not yet fully established and therefore children's learning is not always completely supported.

The setting strives to provide an inclusive service to both children and their families. Good information is sought prior to admission, helping staff to recognise the uniqueness of each child. As a result, children settle well, with the support of a good key person system. Managers demonstrate a strong commitment to providing good quality childcare and they have successfully implemented the recommendations raised at the last inspection. They recognise their strengths and some areas for development. For example, they rightly recognise good the communications and relationships they have established with parents as a

strength. However, a clear system for self-evaluation is not yet in place to ensure the areas for development are clearly targeted to maintain continuing improvements.

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

Staff have a good awareness of the learning and development requirements of the Early Years Foundation Stage framework and of the importance of learning through play. As a result, children are becoming active learners because staff understand the importance of letting children explore various environments independently, while being there to support and promote learning. Staff work hard to make the learning environment fully accessible and inviting to the children. There are good systems in place to plan activities daily which incorporate stimulating activities across all six areas of learning. A broad range of resources which reflect children's interests are set out each day in clearly defined areas of continuous provision both indoors and outside. As a result, children make good progress in their learning and development. Children separate from their carers with confidence and happily engage in the good balance of adult-led and child-initiated activities. The key worker groups effectively provide individual support. Consequently, children feel a strong sense of belonging and are clearly developing positive relationships with the staff and each other. Systems to track children's interests and learning, which include children's own ideas, are implemented into the overall plans. However, these systems are not effectively sustained to ensure learning intentions for activities are clear.

The children are happy and relaxed and enjoy participating in fun activities making choices about their play and learning. Staff interact very well with the children; they ask open-ended questions which help children to think and they listen intently to what children have to say. This ensures children feel valued and respected. Children's language and communication skills are very well supported, particularly during circle time and at registration, and staff use simple signs and symbols to reinforce their spoken language. Some children thoroughly enjoy listening to a story as part of a group. They have the opportunity to make marks in the writing area and draw outdoors with a range of pencils and crayons. However, opportunities for children to write with a purpose are limited as writing materials are not accessible in other areas. Many opportunities are available to help children to develop their knowledge and understanding of the world. They learn about where some food is produced as they grow new potatoes in the garden, which they enjoy tasting. Children have good opportunities to use information and communication technology. For example, they explore replica appliances in the home corner, such as a kettle, toaster and microwave. They have access to programmable toys and confidently use the computer, developing skills for the future. Children identify shapes as they build models and name colours as they paint. They learn about the concepts of weight, volume, capacity and size as they play in the sand and water. They count and begin to recognise and match numbers. The more-able children confidently calculate and begin to solve problems. Children develop their creativity as they make wonderful models with boxes using copious amounts of sticky tape and glue. They learn to concentrate for

long periods of time while engrossed in making intricate models with construction materials. Children enjoy playing outdoors, hiding in the tent, riding bikes, digging in the sand and 'painting' with water. However, staff do not include the outdoor area when planning for children's learning, which means that at times some opportunities to extend children's play and learning are not maximised.

Children are encouraged to develop healthy lifestyles. However, the development of good personal hygiene is hampered as children are not able to access soap in the bathroom area when washing their hands. They learn to make healthy choices in what they eat through discussion with the staff and the healthy snacks which are presented to them. Children are beginning to understand the benefits of fresh air and exercise as they enjoy playing outdoors, dancing and moving their bodies in time to music, and participating in activities such as climbing, sliding and throwing beanbags into a target area. They develop control of their bodies and coordination while having fun.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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