



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254054

DfES Number: 500346

INSPECTION DETAILS

Inspection Date	22/03/2004
Inspector Name	Margaret Elizabeth Roberts

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Fair View Kindergarten and Nursery School
Setting Address	Fairview Farm 31/33 Corner Lane, Horsford NORWICH Norfolk NR10 3DG

REGISTERED PROVIDER DETAILS

Name	Mrs Jane Frances Christine Cooke
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Fair View Kindergarten opened in 1994. It operates from 4 rooms in a purpose built building in the garden of the proprietors home in Horsford near to the city of Norwich. The kindergarten serves the local area and within a fifteen mile radius.

There are currently 153 children from 2 to under 8 years on roll. This includes 54 funded 3 year olds and 14 funded 4 year olds. Children attend for a variety of sessions. The setting does not currently support children with special needs or who speak English as an additional language.

The group opens 5 days a week all year round. Sessions are from 8:00 until 18:00.

Four part-time and twelve full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. There are no staff currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP).

How good is the Day Care?

Fair View Kindergarten provides a good standard of care. Qualified and experienced staff have a clear understanding of their roles and responsibilities. The premises are welcoming to children and the provision has the necessary facilities to provide a range of activities to promote their development. There is appropriate and accessible equipment, some of which is well used, to provide the children with a stimulating environment that helps to promote their independence. Documentation supports the management of the group.

The effective systems that are in place and good staff deployment ensures the safety of children. Staff encourage hygiene practice by ensuring children wash their hands regularly, however during snack time children sat on the floor, having come in from outside with dirty shoes and used the floor as a table. Children's independence at snack time in the after school club was not promoted as staff served them. Staff

treat children with equal concern while recognising and meeting their individual needs. The children's welfare and safety is supported by the settings policies and procedures that are followed if abuse or neglect is suspected.

The well planned and structured sessions including the after school club ensures that children can access all the activities and play opportunities throughout the day. Staff have a kind and caring attitude towards children, they support them in their play and learning promoting their listening and thinking skills. The group have policies and procedures in place that ensure all children can participate at a level appropriate to their needs. Staff use appropriate techniques when dealing with behaviour management, taking into account children's age and stage of development which results in lively, happy, well behaved children.

Relationships with parents are good, staff work with them to support the children by welcoming them into the setting and valuing their contribution through information sharing.

What has improved since the last inspection?

At the last inspection the group were asked to make the water butts safe or inaccessible to children. The lids are now secured with self tapping screws.

What is being done well?

- The well planned sessions that provide a stimulating, accessible environment to promote children's development in all areas.
- The staff's kind and caring attitude and support towards children.
- Children's lively and happy approach towards play and learning.

What needs to be improved?

- hygiene practices, particularly at snack times and ensuring all equipment is clean
- children's independence at snack time in the after school club

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
5	ensure that all toys and equipment are clean, well maintained and safe
7	ensure that good hygiene practices are in place at snack time to prevent the spread of infection
8	promote the older children's independence in the after school club

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Fair View Kindergarten is good. It enables children to make generally good progress towards the early learning goals in all areas of learning.

The quality of teaching is generally good. Staff have a sound knowledge of the Foundation Stage and plan a broad curriculum, which helps children progress towards the early learning goals in a welcoming environment. Staff support children in their play and learning, extending their language by asking simple open ended questions. Resources are organised to encourage children's independence. Staff encourage children to join in with number rhymes and simple calculation, however they do not always maximise the use of number in everyday situations, for example counting how many cups or plates will be required at meal times. . There is some access to IT but this area is used on a limited basis. Planned topics give children opportunities to explore the natural world and gain an awareness of our diverse culture.

The leadership and management of the day nursery is generally good. Staff work well as a team, there are regular staff meetings and all staff are encouraged to be involved in the planning. Evaluations on activities are undertaken on a regular basis and staff work constantly to improve the care and education of children.

Partnership with parents is generally good. Good quality information is provided both verbally and written with involvement in the group through 'The Friends of Fair View' promotes the good relationships with parents, staff and children.

What is being done well?

- The children's progress towards the early learning goals and their perserverance in learning and play.
- The welcoming environment that is provided by staff who support children in their play, through a planned broad curriculum that helps children progress in all areas of learning.

What needs to be improved?

- the use of number in everyday situations and access to IT

What has improved since the last inspection?

enerally good progress has been made towards the key issues from the last inspection. Staff now have a sound knowledge of the early learning goals,

assessments of children's progress are effective and systems are in place to encourage parents to be more involved with the setting and their children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children have increasing confidence and independence when tackling self chosen activities, which they enjoy with interest in a lively happy environment. They separate happily from parents and have a sense of belonging, hanging up their belongings and knowing the routine of the day. Children have positive relationships with staff and peers, they are able to take turns, are flexible and adapt to changes in their routine. Children are well behaved and respond to staff appropriately.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children communicate well, they ask questions and are able to initiate conversations. They enjoy joining in with songs and some children are able to listen attentively to stories in small groups, however in the large group children's attention span was limited. Children draw and paint giving meaning to marks. They are able to copy their names and some children are able to form recognisable letters independently.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are able to count reliably up to six; they are able to use their fingers to represent a number, however they do not use number in everyday play situations. Children are able to compare size, measuring the dress next to the doll to see if it would fit and use maths language, such as taller, more, bigger than. They show an interest in shape when using the bead board and make patterns with the play dough.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children show an interest and enjoyment within their surroundings, they explore and manipulate objects. Children are beginning to construct and use tools for a purpose, sorting objects to build a tower. They are not able to freely explore the use of everyday technology through limited access to resources. Planned topics give opportunity to find out about the world in which they live and gain an awareness of our diverse culture.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently around the premises, they respond to rhythm by bodily movements and are able to climb, run and ride. They are beginning to show an awareness of space and are able to negotiate a pathway. Children are taught the importance of washing hands regularly and are happy to do so. Children are developing increasing control when using small tools such as scissors, knives and writing materials.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children enjoy painting with their fingers and know their colours well. They are able to explain the texture of materials and presentations of their artwork show a variety of experiences in creativity. They have regular opportunity to sing and dance, which they join in with enthusiastically. Children's imagination is promoted through role and small world play. They are able to use other objects to represent another and show interest in what they feel and see.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Maximise the use of number in everyday situations.
- Give children more opportunities to use IT equipment.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.