



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 119476

DfES Number: 515507

INSPECTION DETAILS

Inspection Date 13/01/2004
Inspector Name Ann Hilary Guy

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Fairway Pre School
Setting Address Fairway Primary School
The Fairway
Leigh on Sea
Essex
SS9 4QW

REGISTERED PROVIDER DETAILS

Name The Committee of Fairway Pre School 1026716

ORGANISATION DETAILS

Name Fairway Pre School
Address Fairway Primary School
The Fairway
Leigh on Sea
Essex
SS9 4QW

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

Fairways pre-school opened in 1978. It operates from two classrooms in the grounds of a primary school. They also have the use of two enclosed outdoor play areas and, twice a week, the school hall. The pre-school serves the local area.

There are currently 62 children from two to five years on roll. This includes 24 funded three-year-olds and 15 funded four-year-olds. Children attend for a variety of sessions.

The setting supports a small number of children who have special needs and who speak English as an additional language.

The group opens five days a week during school term time. Sessions are from 08.50 to 11.35 and 12.45 to 15.20.

Seven part time staff work with the children. Over half the staff have early years qualifications to NVQ level 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Fairways Pre-school provides a satisfactory standard of care for children.

The provision has been organised to provide a suitable environment for the children. Staff are guided by a sound set of policies and procedures, which they understand and consistently implement, although some minor amendments are required in order to fully meet the requirements of the National Standards.

High priority is given to the safety of the children both in and outside the building, with staff taking immediate action to remedy safety concerns identified. In all aspects of the provision, children with special needs are well supported and fully included in all activities.

The staff work well as a team and provide opportunities for learning from a wide range of activities, although these sometimes lack stimulation and challenge, particularly for the older children.

Staff have developed good relationships with the children and their key worker system works well. They are skilled at dealing with occasional instances of challenging behaviour in a positive, and appropriate manner and know the children well.

The pre-school has a good relationship with the parents, some of whom form the voluntary management committee. Regular newsletters, daily informal discussions and an informative notice board, all help to keep them aware and informed of what is happening within the group.

What has improved since the last inspection?

At the last inspection the pre-school agreed to improve their system for logging fire drills and to ensure all low level glass was safe. A fire log book has been created, with practises happening termly with the school. The pre-school also occasionally have their own fire practice. They have only been recording their own practices in the log book and school practices in the register. However, they are looking at recording all fire drills in their log book in order to have a full picture. The low level glass in the original playroom identified as unsafe has been suitably rectified.

What is being done well?

- Staff work with higher than required ratios, and all have a good knowledge of the children, especially those in their keyworker groups.
- A wide range of suitable equipment for both indoor and outdoor play is available and well used to provide many varied learning experiences.

What needs to be improved?

- the notification of any changes to the premises or areas used by the group to Ofsted
- the safety of low level glass in all the areas used by the group
- snack-time requires further development to enable it to become integrated with the rest of the session and to be a valuable learning experience.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
4	Ensure Ofsted is notified of all changes to the rooms and areas used by the pre-school	16/02/2004

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

Std	Recommendation
6	make sure that low-level glass panels are safe or inaccessible
8	find ways of developing snack time to become an integrated learning experience
14	review and update all documentation relating to policies and procedures, especially behaviour management, complaints and child protection

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 Fairways Pre-School is acceptable. Children's make generally good progress towards personal, social and emotional development and creative development. However, children's progress in the other areas of learning is limited by some significant weaknesses.

Teaching has significant weaknesses. The staff have tried hard to implement recommendations from outside agencies in order to offer a service of good quality. However, planning has become too complex for the staff to manage easily with the resultant loss of quality of teaching throughout the provision. Their current expectations of children are too low. Interaction between staff and children is generally good and staff intervene sensitively to discuss events in the children's lives, both past and present. Many play activities are provided which potentially cover the six areas of learning but staff are sometimes unable to develop the educational content, and offer insufficient challenge to interest and motivate learning in the more able and older children. The range of topics covered is too limited. Staff are very good at supporting child led play but do not effectively balance this with sufficient adult led teaching. Time spent completing paperwork means that staff miss opportunities to develop children's learning. The staff currently complete detailed observations of children's play but do not use these effectively to plan the next steps in children's learning.

The leadership and management of the pre-school has significant weaknesses. The well intentioned playleaders do not have a clear picture of the current provision.

The partnership with parents is generally good. The voluntary committee is formed from parents who do their best to support staff but do not get involved in the daily running of the group.

What is being done well?

- The well established staff team create a warm and friendly environment in which children can develop confidence and self esteem.
- The pre-school offers a wealth of play activities and opportunities for social interaction in preparation for school entry.
- Children use their imaginations and develop language skills through a variety of role play situations.

What needs to be improved?

- the quality of teaching, particularly in communication, language and literacy, mathematical development, knowledge and understanding of the world and

physical development

- the expectation of children's abilities and the degree of challenge for older/more able children
- the clarity of plans
- the manageability of assessments
- self evaluation.

What has improved since the last inspection?

There has been limited improvement since the last inspection.

The group was asked to extend assessment systems and link them to planning. They have tried hard to implement these systems, but do not know how to proceed effectively.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Staff offer appropriate support and encouragement to promote some aspects of this area of learning. Effective use is made of everyday situations to encourage the children to form good relationships with and sensitivity towards others. They confidently express their needs and develop some degree of personal independence. However, children are not always interested and excited to learn and some group activities do not always sustain children's interest.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children are keen communicators and develop spoken language through play. However, there is little planned teaching to promote progressive reading and writing skills in the more able children. A mark making table supports the development of early writing skills, but materials are not always provided to develop these skills in practical situations e.g. role play. Basic opportunities to link sounds with letters are included in the routine but not extended to provide interest and challenge.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Many children count beyond ten but have insufficient opportunities to use their counting skills in practical contexts. The pre-school has suitable resources for developing the children's comparing, sorting and matching skills but learning is often left to chance dependent on a child's choice of activity. Staff do not incorporate mathematical learning within the daily routines of the pre-school and do not give sufficient emphasis to problem solving..

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

The children enjoy access to the on-site wildlife garden and small world play. The staff interact appropriately to talk about events in children's lives both past and present. There are good opportunities for children to use technological equipment and the computer but plans do not support the development of skills in a meaningful way. Activities lack interest and do not always promote the development of children's desire to observe, investigate and explore the world around them.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children move about the classroom confidently with control and co-ordination, showing an awareness of space, themselves and others. Children have regular opportunities to enjoy freely chosen activities outdoors and they use a range of small and large equipment and tools with increasing control. However, plans do not presently support the acquisition of skills in a purposeful and progressive manner and staff do not always promote learning effectively.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Staff plan regular opportunities for children to experience an adequate range of media but these are sometimes over directed and do not always encourage children to express their own ideas. Staff intervene appropriately to support role play. Musical instruments are available for free experimentation but little direction is given by staff. Children have opportunities to respond using their senses and to use their imagination in art and design, dance, role play and stories.

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

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Simplify planning and assessment systems ensuring that staff identify clear intentions for children's learning, related to the stepping stones and the early learning goals.
- Develop clear procedures for evaluating the effectiveness of the provision.
- Develop a rich, challenging environment which extends the learning of the more able/older children across the six areas of learning.

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.