



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 203586

DfES Number: 514697

INSPECTION DETAILS

Inspection Date 07/07/2004
Inspector Name Patricia Mary Champion

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Fairview Under 5's Group
Setting Address The Pavilion
Fairview Park, Victoria Road
Rayleigh
Essex
SS6 8EL

REGISTERED PROVIDER DETAILS

Name The Committee of Fairview Under 5's Group 1029088

ORGANISATION DETAILS

Name Fairview Under 5's Group
Address The Pavillion
Victoria Road
Rayleigh
Essex
SS6 8EL

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

Fairview Under Fives Pre-school opened in 1979. It operates from the pavilion located in Fairview Park, within walking distance of local schools and shops in Rayleigh High Street. The pre-school serves the local community and surrounding areas.

There are currently 47 children from 2 to 5 years on roll. This includes 17 funded 3 year olds and 13 funded 4 year olds. Children attend for a variety of sessions. The setting supports a small number of children who have special needs or who have English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45 and 12:15 until 14:45 from Monday to Thursday and from 09:15 until 11:45 on Fridays.

Six staff work with the children. Half the staff have early years qualifications to NVQ level 3. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP), the Pre School Learning Alliance (PSLA) and the Rayleigh Cluster Group..

How good is the Day Care?

Fairview Under Fives Group provides good quality care for children.

The small enthusiastic staff team ensures that the pre-school operates in an efficient way and that children are well cared for. Staff are motivated and attend one day training courses and workshops to update their childcare knowledge and skills. The premises are made welcoming with stimulating play equipment and examples of the children's artwork. The outdoor area is well used throughout the year. Documentation is well organised, although policies, procedures and consent agreements have not all yet been updated in line with the revised National Standards.

The children's welfare and safety is carefully considered. Risk assessment is undertaken regarding the premises and equipment. Staff and children all know about fire safety procedures and access to the provision is monitored to keep children safe. Staff sensitively promote hygiene procedures by ensuring that children regularly wash their hands. Healthy snacks are available. Older children bring in lunch boxes for the afternoon session and eat their mid-day meal in social groups with the staff. The staff know the children well and show care and concern for their individual needs. Although the staff are aware of their child protection responsibilities they have not yet seen the current recommended literature.

Children follow a planned programme of fun activities designed to help them make progress in their learning. The staff interact well with the children and actively encourage good behaviour. Children are secure and happy in their surroundings. An effective system is in place to support children with special needs and there is a clear policy that covers equality of opportunity; this covers all aspects of the pre-school's practice.

There is a very strong partnership with parents and they are well informed about the pre-school and their children's progress.

What has improved since the last inspection?

Improvements have been made to the children's safety following the last inspection. The staff were asked to make the toilet doors safe. Foam door stoppers have been fitted to ensure that children are unable to lock themselves inside the cubicles or trap their fingers in the doors.

What is being done well?

- The staff are motivated and enthusiastic about their work with the children and plan imaginative ways of promoting language development and conversation. The children enjoy their role play and the staff have the skills to use carefully formed questions to encourage interesting answers from the children.
- The pre-school is well resourced and the premises is imaginatively set out with play equipment to provide a welcoming and stimulating environment for children. Children thoroughly enjoy the extended use of the indoor sand pit and develop their imagination and knowledge of the seaside.
- A very high regard is given to the children's safety and security. Comprehensive risk assessment has been undertaken to assess potential hazards relating to the premises, equipment and the organised activities and outings. Staff are vigilant about monitoring access to the premises.
- There is a very effective system in place to support children with special needs. Provision for children who need extra support is excellent. The appointed Special Educational Needs Co-ordinator (SENCO) is enthusiastic about her role and works closely with other professionals to ensure that children are able to reach their full potential.

- The staff have developed effective strategies in their behaviour management. They provide calm role models and give plenty of praise and encouragement. Children learn respect by sharing and turn taking and play cooperatively together.
- The staff and committee have worked hard to build a very successful partnership with parents. Parents help with fundraising, attend special events and supply resources such as healthy fruit for a snack or bags of sand to create the seaside role-play.

What needs to be improved?

- the staff's knowledge of current recommended literature regarding child protection issues
- documentation; written parental permission is to be requested for seeking any necessary emergency medical advice or treatment and policies and procedures are to be reviewed and updated to ensure that they meet the revised National Standards.

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
7	Request written permission from parents for seeking emergency medical advice or treatment.
13	Develop staff's knowledge and understanding of child protection issues by obtaining the current recommended literature.
14	Review policies and procedures to meet the revised National Standards.

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 Fairview Under Fives Group is good. It enables children to make very good progress in personal, social and emotional development and their creative development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a sound understanding of the Foundation Stage and plan interesting activities to help children learn. Activities are well managed, sustaining children's interest, imagination and participation. Children are provided with frequent praise and encouragement, fostering good self-esteem. They behave extremely well in response to the high expectations and support of staff. While the daily plans contain clear learning intentions and staff deployment they need more detail to enable the staff to enhance children's learning. The staff are also aware that refining the long-term plan will ensure that they will have evidence that all aspects of learning within the six areas are covered regularly and frequently. An effective system is in place to support children with special needs

Leadership and management are generally good. The supervisors are extremely motivated and are responsible for the day to day running of the group. They are strongly supported by the pre-school management committee. The supervisors and staff work well as a team. Ideas are shared at the staff meetings and they all have input in planning and delivering the curriculum. However, the staff appraisal system has not been implemented for a few years and staff are not currently evaluating activities.

Staff have built up very good relationships with parents. A welcoming environment is provided in which parents are able to discuss their child's development and written reports are shared. Parents are given questionnaires to complete about their child so they can share what they know with the staff. Several parents were spoken to, they are all very happy with the education their children receive.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident, sociable and have very good relationships with their peers and the staff. Behaviour is exemplary.
- Staff support and promote the children's language skills, extending their vocabulary and using conversation to encourage them to think and develop their knowledge.
- All aspects of creative development are valued and well resourced. The children thoroughly enjoy the excellent opportunities for role-play both indoors and outdoors. Children enjoy using their imagination and all their

senses when exploring the seaside scenario. They prepare meals in the outdoor café, book holidays at the travel agents and describe how they can hear the sea or mermaids singing when they put a shell to their ear.

- Excellent use is made of the local environment to help develop all areas of the children's learning. As well as the pre-school's own outdoor play area they benefit from a recently refurbished public play area adjacent to the pavilion. The children go on regular nature walks around the park and enjoy observing changes in the weather and the seasons.

What needs to be improved?

- the planning cycle to ensure that all aspects of the early learning goals are regularly covered and contain sufficient detail to maximise children's learning in all areas
- the systems for monitoring staff performance and evaluating activities.

What has improved since the last inspection?

The pre-school has made very good progress following the last inspection. The staff have worked extremely hard to improve the children's assessment records.

The staff have attended planning and assessment training and the daily plans now show what the children are expected to learn. Comprehensive records for each child are undertaken by the key workers. Photographs, personal observations and individual profiles directly linked to the early learning goals are recorded and shared with parents. End of year written reports are also shared. The parents have the opportunity to view the development records and discuss their child's progress at key worker interviews.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are busy, interested in their play and eager to learn. They demonstrate high levels of concentration when completing their tasks and confidence in their self-care by independently washing their hands, managing lunch boxes or putting on own shoes. Children are building strong relationships with the staff and show care and concern for each other. They demonstrate good social skills by sharing equipment, taking turns on the computer and showing respect by thanking their peers.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's spoken language is developing well. They express their feelings and imagined experiences in role play situations. Children listen to stories attentively and follow instructions on a tape recorder. They recognise their name and they have started to link sounds with letters. Children write for a purpose within role-play and practise their handwriting with one to one support. Books are handled carefully and looked at for enjoyment.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show interest in numbers and counting. They can reliably count up to ten and higher with support. Children recognise numerals as labels and can name shapes in the environment. They participate in meaningful activities such as working out how many pieces of apple are needed for snack time and observing an apple being halved and quartered. They are starting to understand the concept of number problems by comparing and sorting objects and using the vocabulary involved in calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and show an interest in the world in which they live through a wide range of topics and activities. They observe changes in the weather and learn about the natural world using all their senses. Children have opportunities to use a variety of tools and materials to design and make models and have the use of a computer and telephone to develop their technology skills. Themes and role-play allow children to learn about their own community and the wider world.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with confidence around the hall showing good co-ordination. They enjoy the opportunity to climb and balance, while doing so they display a good awareness of space. Children use a variety of small equipment with competence, showing control and dexterity when carefully handling utensils to manipulate dough or scooping sand when making sandcastles. They use scissors safely and glue spreaders with precision. Children learn about healthy eating and hygiene in the daily routine.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children enjoy using their imagination and express their ideas through a stimulating variety of different activities and opportunities. Children explore media and materials through colour mixing, combining paint and textures and using collage materials. An excellent range of themed resources allows children to play purposefully within their role-play scenarios and small world play. They take pleasure in singing, move expressively to music and use musical instruments with great enjoyment.

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

- continue to develop the planning cycle to ensure that all aspects are the early learning goals are regularly covered. Consider how plans will contain sufficient detail to maximise children's learning in all areas
- develop the system for monitoring and evaluating the provision for nursery education.

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.