

Fairfield Little Learners PreSchool

Inspection report for early years provision

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Inspection date	28/10/2010
Inspector	Janet Keeling
Setting address	Fairfield School, Cheshire Drive, Wigston, Leicestershire, LE18 4WA
Telephone number	01162 782424
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*.

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Description of the setting

Fairfield Little Learners was re-registered in 2007 and is a committee run setting. It operates from the community centre building located within the grounds of Fairfield Community Primary School. Children have access to an enclosed outdoor play area. The setting serves children and families from the local and surrounding areas.

A maximum of 26 children from two to five years may attend the setting at any one time. There are currently 28 children on roll, all of whom are within the early years age group. The setting receives funding for early years education. The setting opens Monday to Friday from 9am to 12 noon during school term times only. Children attend for a variety of the sessions on offer.

The setting has procedures in place to support children with special educational needs and/or disabilities and for children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register.

There are five members of staff who work directly with the children, all of whom hold 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 are happy, confident and eager to learn at this very welcoming setting. Children make good progress in their learning and development as they engage in a range of enjoyable activities, which take account of their interests and learning needs. Staff are motivated, work well as a team and strive to offer an inclusive and welcoming service where all children are valued as individuals. Priority is given to safeguarding children, although, not all hazards in the learning environment have been fully minimised. Effective partnerships with parents have been established, ensuring children's needs are fully supported. The setting is led and managed by a very enthusiastic and experienced manager who demonstrates a positive attitude and commitment towards continuous improvement and consequently the staff are well placed to improve in the future.

What steps need to be taken to improve provision further?

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

- review and develop the daily risk assessment procedures to ensure they cover anything that a child may come into contact with, with particular regard to the storage of equipment in the main playroom.

The effectiveness of leadership and management of the early years provision

All staff have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. There are effective recruitment and vetting procedures in place to ensure that children are cared for by suitable people. Staff are competent, demonstrate a good understanding of their roles and responsibilities and have a good understanding of health and safety issues. Written fire procedures are in place and staff ensure that children engage in emergency evacuation procedures. Staff routinely verify the identity of all visitors to the setting and are vigilant about the safe arrival and collection of children. Risk assessments are completed and cover the indoor and outdoor learning environment and outings. However, the daily risk assessments do not clearly demonstrate what action has been taken to minimise hazards with regards to the storage of outdoor equipment in the main playroom. All required documentation is in place and well maintained. The deployment of resources is good. For example, staff are successfully deployed to support the children's care and well-being and make good use of space, despite using a shared building where they have to set up and clear away at the beginning and end of some of the sessions.

Staff are positive role models, work well as a team, are passionate about their work and strive to improve their practice. Recommendations made at the previous inspection have been addressed and have had a positive impact on the outcomes for children attending the setting. The setting's self-evaluation system, together with parent questionnaires, helps staff to identify strengths and areas for improvement. There is a proactive and shared vision for inclusive practice, ensuring that every child can achieve as well as they can regardless of their background, and as a result children are fully included and integrated. Staff ensure that the provision is adapted to meet the changing needs of the children who attend. Staff are committed towards continuing their own professional development and regularly attend relevant training courses to improve their knowledge and skills. Consequently, children's care and well-being is further enhanced.

Partnerships with parents are good. Children benefit from the warm and relaxed relationships that have been established between their parents and the staff. The daily exchange of information ensures that children's changing needs are consistently met. Parents speak very highly of the setting's approach to meeting their child's individual needs and comment that their children are happy, settled and enjoy the range of activities that are provided. A parent's notice board ensures that parents and carers have access to information about the running of the group. For example, their registration certificate and public liability insurance document are displayed. The manager and staff work successfully in partnership with the host school and have developed positive links with the reception class teacher. Consequently, this has a positive impact on the children's future needs as many of the children move on to attend the school where they will see familiar adults and be familiar with their new learning environment.

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

Children benefit from a warm and welcoming environment and from the staff's understanding of how to develop learning through play. Children are familiar with the environment, settle quickly on arrival and are eager to learn. They have many opportunities to make choices about their own play and learning as they freely access a range of activities and resources, both indoors and outdoors. There is a good balance of adult-led and child-initiated activities that result in children being active learners. Children interact very positively with their peers and are keen to share their ideas with their friends and staff. All children are valued and treated with equal concern with any specific requirements being met sensitively through discussion with parents and other professionals. On admission to the setting an 'all about me' form is completed, ensuring that children's individual needs are supported. Staff observe children, listen carefully to what they say and record information on a daily basis. Information is evaluated and used effectively to inform future planning. All children have learning folders, which contain both photographic and written information of children's learning, achievements and records of their own work. These folders are available for parents to see at any time.

Children make good progress towards the early learning goals because staff demonstrate a comprehensive knowledge and understanding of the Early Years Foundation Stage Framework. Children's personal, social and emotional development is successfully supported. They relate well to each other and to adults and are confident, enthusiastic and eager to learn. Children access a wide range of first hand learning experiences. They chuckle with delight as they watch their cars and balls roll down the drain pipe, and talk about which is the fastest. Children are developing a love for books as they freely access a wide range of interesting books in the cosy book corner and enjoy story time. They listen attentively to the story about the 'Fire Fighters', which prompts them to recall their past experiences of seeing a fire engine. Children are beginning to learn that print carries meaning as they self-register on arrival, use their name card to register themselves at snack-time and are encouraged to write their name on their own work. Children enjoy music and movement as they join in with a range of songs and action rhymes. Their creativity is fully supported through good access to a range of role play equipment, construction toys and to a wide range of media, such as chalks, paint, sand, water and play dough. In the creative area groups of children chat happily together as they create beautiful pictures for the 'Bonfire' display board. They skilfully use scissors and glue sticks and confidently stick feathers, ribbons, sequins and glitter to their 'rockets'. Children's understanding of number, size and shape is developing well through everyday activities. They count how many flags they have made, competently recognise shapes, such as square, triangle, circle and oblong and talk about the large and small balls. Children enjoy being in the fresh air and relish the outdoor play opportunities. They explore their natural environment as they collect leaves for their collage picture and plant sunflowers and cress in the mini-greenhouse. Children's physical development is supported very well as they confidently negotiate the stepping stones, learn to balance on the stilts, confidently climb steps, skilfully throw and catch balls and enjoy the challenges of the fixed

play equipment in the school playground. They also benefit from planned visits into the local community, where they have fun exploring their local environment. The group welcomes regular visitors from the local community, who help and support children's understanding of the wider world, for example, children enjoy visits from the fire service and the local school crossing person.

Children are secure and develop a sense of belonging at the setting. They are happy and settled, displaying confidence and self-esteem. Children behave well, responding positively to the boundaries set, such as helping to tidy up. Gentle reminders from staff help children develop a sense of right and wrong, they are encouraged to share, take turns and be kind to each other. Children are beginning to develop an understanding of the wider world through access to resources that are representative of diversity and by celebrating cultural festivals throughout the year. They demonstrate a growing awareness of their own health and hygiene needs. They are fully aware of the importance of washing their hands before snacks and after using the toilet. They routinely use the liquid soap and dry their hands with paper towels, remembering to put the used paper towel in the bin. Children enjoy healthy snacks each day, for example, they choose from a wide range of fresh fruit, vegetables, bread sticks, crackers and cheese spread. Children also freely access drinking water throughout the session, ensuring that they remain hydrated. Staff encourage children to keep themselves safe as they discuss the appropriate use of equipment, engage in regular emergency evacuation procedures and learn about road safety whilst out walking. Children demonstrate that they are acquiring skills that will help them in the future and prepare them for their transition into school.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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

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	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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