

# Fairways Childcare Centre

Inspection report for early years provision

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**Unique reference number**

EY356603

**Inspection date**

01/06/2011

**Inspector**

Lynn Hughes

**Setting address**

The Old Schoolrooms, The Street, Stisted, Braintree, Essex,  
CM77 8AN

**Telephone number**

01376 339477

**Email**

spaldingfaye@aol.com

**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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Fairways Childcare Centre was registered in its current setting in 2007 and is privately owned and run. It operates from an old school house within the village of Stisted, Essex. A fully enclosed garden is available for outdoor activities. The nursery is open from 8am to 6pm, five days a week, for 49 weeks of the year.

A maximum of 24 children under eight years may attend the nursery at any one time, all of whom may be in the early years age range. There are currently 77 children on roll. The pre-school supports children with special educational needs and/or disabilities, and children who are learning English as an additional language. This provision is registered by Ofsted on the Early Years Register.

The nursery employs eight members of staff. Of whom seven including the manager hold appropriate qualifications to at least level two.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Fairways Childcare Centre delivers all aspects of the Early Years Foundation Stage to a good standard. Staff know the children well and work effectively with their parents to establish a close working relationship with them. Children actively participate in an exciting range of both planned and freely chosen activities which help them to make progress across all six areas of learning. Good links enable the setting to work in partnership with other early years provisions and with local schools. The setting's system for reviewing and evaluating its policies and practices enables it to continuously improve.

## **What steps need to be taken to improve provision further?**

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

- review the organisation of snack and meal times to ensure every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs
- update the complaints procedure to include the correct telephone number for Ofsted.

## **The effectiveness of leadership and management of the early years provision**

Children are effectively safeguarded as staff demonstrate good knowledge of their responsibilities with regards to protecting children. They regularly update their childcare knowledge through training and discuss current safeguarding guidelines during staff meetings. All adults working at the setting are appropriately vetted and proof of their clearance is available for inspection. Effective risk assessments

ensure that the setting offers children a safe and secure environment in which to play and learn.

Staff and management have developed a system to enable them to consider the provision and to review the working practices through regular self-assessment. Parents play a role in this process by completing questionnaires providing staff with feedback on their views of the organisation and learning outcomes for their children. The setting has made a number of changes since the time of the last inspection which have a positive impact on the children attending.

Staff are keen to update their knowledge and to use their individual strengths and expertise within the setting. They interact well with the children and facilitate their learning by following their interests and by expanding their thoughts and ideas. Toys and resources are attractively presented within the setting and placed on low level storage units for easy self-selection. The premises are made bright and welcoming as staff decorate the walls with colourful posters, wall displays and examples of the children's creative work. Equality and diversity is well-promoted through the setting's clear policies and procedures. Staff provide opportunities for children to learn about other people's differing needs through a range of activities, celebrations and resources. The setting provides a fully inclusive provision for all families and staff work well with outside agencies to meet the needs of individual children.

Parents are provided with a clear and well-presented prospectus which provides useful information about the setting and day to day operations. An open exchange of information ensures that staff and parents are kept up to date with any changes in the children's lives and aspects of their learning. Staff provide clear information about the themes and topics being covered and inform parents of the letter and number of the week.

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

Children actively participate in a good range of play and learning activities which provide them with challenging and stimulating early years experiences. Their welfare needs are well-met through the setting's established procedures and working practices. Children are provided with good opportunities to guide their own play, for example, they explore the properties of dried rice as they lift it from the tray and watch it fall through their fingers. They enjoy outdoor play in the well-equipped and exciting garden. The climbing frame becomes a ship, named expertly by the children. They are provided with large pieces of material to cover the roof with creating a cosy deck from which they helm the boat to 'the seven seas and back'. Their play is extended by staff using appropriate language to enable them to explore their imagination further. Their creative talents are stimulated as they are encouraged to paint a flag for their ship and to dress up in appropriate princess and knight costumes to enable them to become the characters of their game. Staff expertly support this play and recognise children's individual styles of learning, enabling them to participate at their own level of interest. Staff observe children throughout their day, recording their observations in the children's Learning

Journeys and using their observations to plot their progress and achievements. Staff demonstrate very good knowledge of extending children's vocabulary and communication skills through visual images and the use of Maketon.

Children develop a good sense of keeping healthy and well as they follow the staff members clear directions. They understand that it is important to wash their hands before eating snacks and meals and know that they must use and dispose of tissues to wipe their nose. Staff keep surfaces clean and hygienic by using anti-bacterial spray in between uses. Outdoor play opportunities provide children with daily fresh air and the opportunity to extend their physical skills. They go for regular walks around the local area, accessing fields and woods to enable them to explore their local community as well as gaining a sound understanding of keeping fit and active. Children enjoy mid session snacks and mid day meals at the provision. They are encouraged to make healthy choices over the foods they eat as staff talk to them about what is good for them and what is not so good. Snack and meal times are relaxed and enjoyable, however, do not always provide children with opportunities to develop independence skills or to participate in challenging experiences.

Children are and feel safe as the setting conducts regular and effective risk assessments. Their knowledge of safety and keeping safe is extended through discussions with staff who remind them of simple rules, such as, not running indoors and being considerate of their friends.

Children settle very easily into the session parting from their parents and carers with ease. Those requiring a little extra support are appropriately comforted by staff and their attention is effectively distracted, enabling them to become engaged in fun and exciting play. Children behave well and make friends with their peers. They develop their understanding of sharing as staff encourage them to take turns and to be mindful of the other children attending. The range of activities, both planned and freely chosen provide children with good opportunities to develop and extend their skills for the future. They use numbers in everyday activities and learn about problem solving, reasoning and numeracy through appropriate resources and good adult interaction. They develop their hand writing skills as they freely access a good selection of pens, pencils and drawing materials both indoors and outdoors.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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