

# Fairford Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	101477
<b>Inspection date</b>	21/06/2011
<b>Inspector</b>	Debbie Starr

<b>Setting address</b>	The Park, Leafield Road, Fairford,, Glos, GL7 4JQ
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<b>Type of setting</b>	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**

Fairford Pre-School was established in 1970 and has been in its current location since 1993. It operates from a purpose-built single-storey building, next door to the local primary school. Children have access to an enclosed outside play area. The pre-school serves the town of Fairford, Gloucester as well as surrounding rural villages. It is managed by a committee of parents.

Fairford Pre-school may provide care for a maximum of 24 children aged between two and five years of age at any one time. It is registered on the Early Years Register. The pre-school opens five days a week during school term time. The pre-school has sessions on Mondays and Fridays from 8.45am until 11.45am and on Tuesday, Wednesday and Thursdays from 12.45pm until 3.15pm. Children who stay all day have lunch between 11.45am and 12.45pm. The pre-school offers 'early bird' sessions from 8.30am until 8.45am, for parents who need to be at work.

There are currently 51 children on roll. The pre-school offers support to children who have special educational needs and/or disabilities and those who learn English as an additional language. The pre-school receives funding for the provision of free early education to children aged three and four years. The pre-school employs seven staff, of whom four hold appropriate early years qualifications. The setting receives support from the local authority. The group is a member of Gloucestershire's Parent and Toddler Association.

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

Overall the quality of the provision is outstanding.

Children flourish due to the staff's thorough understanding of each child's individual needs, which enables them to promote their welfare and development exceedingly well. Children make excellent progress in their learning and development in relation to their starting points. Excellent partnerships with parents and highly effective links with external agencies and other early years providers contribute significantly to ensuring continuity in children's care, learning and development. The staff team and committee work collaboratively with others to continually evaluate the quality of the provision. The pre-school is always striving to improve and, as a result, ensures the best possible outcomes for children.

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

To further improve the high quality early years provision the registered person should consider:

- enhancing further the range of experiences to reflect fully the diverse cultural backgrounds of all the children who attend.

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

Children's welfare is highly promoted by effective, regularly reviewed policies and procedures, which are rigorously followed by staff. Robust and rigorous checks ensure staff's suitability to work with children. Children flourish in the care of the well-qualified and highly motivated staff who are committed to developing their own skills. This is achieved well through the sharing of good practice, ongoing training and research and implementation of new initiatives. Staff are effectively supported and monitored by the management committee, who have high aspirations for all. Frequent reviewing of and ongoing training for staff, focused on safeguarding issues and child protection, ensure staff are exceedingly well able to protect children from harm. They are fully aware of what to do should they have a concern about a child, and of the reporting procedures in the pre-school. Thorough and regularly reviewed risk assessments undertaken by staff and the committee, alongside comprehensive daily checks, ensure children are not at risk from hazards or themselves. These include checks for visits to local woodland for forest school sessions and the checking of pre-heated food at lunch.

The learning environment throughout the pre-school is thoughtfully laid out and well resourced with high quality toys and equipment. It is rich with symbols, letters and numbers. In conjunction with highly effective deployment of staff, these contribute significantly to children's excellent progress in their learning and development and create an inclusive environment for all. For example, a tally board next to a basket-ball hoop enables children to keep a running record of how many times they score, and children learn about sustainability and healthy living as they grow and eat their own vegetables and fruit. The uniqueness of most children and their families is reflected through a wide range of activities that promote strong links with the local community. This supports children to recognise most of their own and others' diverse qualities through meaningful experiences. For example, children contribute to local festivals and participate in activities that reflect celebrations, such as Diwali, using authentic props. They use their own and others' home language in the setting, for example by counting in French and through the naming of insects and clothing.

The pre-school has a strong commitment to continuous improvement as staff strive for excellence. This is achieved through frequent review, reflection, and evaluation of all aspects of the setting and children's learning. This includes staff, committee, parents, children, local early years consultants and other professionals linked to the provision. Consequently, the pre-school ensures that children thrive and are assured of the best possible outcomes. Recent improvements include extension of session times to support parental need, and the development and organisation of the outside area to promote all areas of learning through free-flow play. The provider has also implemented designated lead practitioners for each area of learning. Self-evaluation has identified the need to develop ways in which the pre-school celebrates more fully the diverse cultural backgrounds of all children who

attend.

Children's experiences are enhanced by the staff's responsive approach to the individual needs of children and their families. They establish highly effective partnerships with a wide range of other professionals and all other early years providers that children attend. Parents are exceedingly complimentary about the pre-school. Parents' knowledge of their own child is actively sought and taken account of, thus ensuring children settle well and their interests, welfare needs and developmental stage are well known. This effectively contributes to the accurate initial assessment of children's capabilities. Parents are frequently informed of their child's progress and development through discussion and regular planned meetings. Parents are supported and encouraged to play an active role in their own child's ongoing learning and development. This is achieved through a wide variety of opportunities, such as home-link books, information meetings to promote the development of parents' understanding of how children learn, and fathers' play days. The sharing of resources, such as story-sacks, talking books, and mathematical resources enhances opportunities for home learning.

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

Staff provide rich and varied experiences, which meet the needs of all children exceedingly well. Assessment through high-quality observations is rigorous and staff use the information gained very effectively to plan activities which are responsive to children's interests. The staff use their excellent knowledge of the children to ensure that priorities in learning are supported well, and they make the best possible progress. Excellent use of open-ended questioning encourages children to develop their listening skills, identify links between familiar objects and songs, recognise rhyming words, manoeuvre challenging puzzle pieces and match complex patterns. Children are lively and enthusiastic learners. They are intrigued by the changes they observe as they mix water from child-size jugs onto tea bags and sugar. Children demonstrate high levels of concentration and notice different quantities as they pour their concoctions into numerous cups. They show excellent understanding of number when sharing the cups between themselves. Staff consolidate and build upon children's understanding of number highly effectively to extend an activity cutting dough using number-shape cutters. Children then search for the same number of objects around the room and take the required number of steps during group games such as 'What's the Time Mr Wolf?' Children sing nursery rhymes enthusiastically and spontaneously follow musical rhythms by clapping their hands.

Children develop their self-esteem, confidence and their skills for the future promoted very effectively as their achievements are recognised and rewarded. They take responsibility for sharing plates and cups at snack time and take care of pre-school animals such as stick insects. Frequent use of sign language by staff and children enhances their communication skills.

Children demonstrate high levels of independence as they spontaneously follow

and understand the reasons for good hygiene routines throughout the day. Children have innovative opportunities to engage in a wide range of physical activities and gain a secure understanding of the importance of regular exercise as part of maintaining healthy lifestyles, both inside and outside. For example, children join in sessions that promote stretching, relaxation and balance through aerobic sessions, 'wake and shake' sessions and use of brain-gym techniques. Highly effective support from staff promotes children's understanding of the effects of exercise on their bodies and the need to drink regularly. Children display an excellent awareness of safety issues and recognise and understand how to keep themselves safe. They hold scissors correctly when walking, and confidently and safely bounce between three low-level trampolines when playing outside. Staff make highly effective use of new local initiatives such as 'safety boxes' to support children's understanding of road safety and hazards in the home. Staff help children to manage their own behaviour through sensitive and frequent guidance and highly effective use of props such as 'stop and swap' signs when sharing vehicles outside. Staff provide positive and enabling role models; consequently, children are very respectful to each other and their behaviour is exemplary.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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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