

## Fairway Pre School

### Inspection report for early years provision

<b>Unique Reference Number</b>	119476
<b>Inspection date</b>	17/07/2006
<b>Inspector</b>	Patricia Mary Champion
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<b>Registered person</b>	Fairway Pre School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

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## **ABOUT THIS INSPECTION**

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The provider must give a copy of this report to all parents with children at the setting where reasonably practicable. The provider must give a copy of the report to any other person who asks for one, but may charge a fee for this service (The Day Care and Childminding (inspection) (England) Regulations 2005 No 2300 Regulations 5 and 6).

### **The key inspection judgements and what they mean**

*Outstanding:* this aspect of the provision is of exceptionally high quality

*Good:* this aspect of the provision is strong

*Satisfactory:* this aspect of the provision is sound

*Inadequate:* this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## **WHAT SORT OF SETTING IS IT?**

Fairways Pre-school is run by a committee. It opened in 1978 and operates from two classrooms in the grounds of Fairways Primary School in Leigh on Sea. All children share access to a secure, enclosed, outdoor play area. They have use of the school hall and library. A maximum of 26 children may attend the pre-school at any one time. The pre-school opens five days a week during school term times. Sessions are from 08:50 to 11:35 and 12:45 to 15:20.

There are currently 75 children from two to five years on roll. Of these, 64 children receive funding for nursery education. Children attend for a variety of sessions. The pre-school serves the local community and surrounding areas. The setting supports a small number of children who have learning difficulties and/or disabilities.

The pre-school employs 11 staff to work with the children, of whom four of the staff, including the managers hold appropriate early years qualifications. There are three staff currently working towards a recognised early years qualification. The setting receives support from the local authority and the Pre School Learning Alliance (PSLA).

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children stay healthy because they are offered a varied and nutritious menu at snack time. A carefully balanced menu plan ensures that children eat snacks such as cereal, crackers with savoury toppings or fruit. Staff are extremely aware of any allergies or special dietary requirements so that children's individual needs are met. Drinking water is freely available at all times so that children help themselves when they are thirsty. Children learn about the importance of healthy eating through growing salad vegetables, picking and washing lettuce leaves and making sandwiches. This gives them a good understanding that vegetables are good for you.

Children's health is protected because staff and the children follow well-established hygiene routines. Surfaces are cleaned and staff wear disposable gloves for food preparation. Children know to wash their hands before eating and after using the toilet. Antibacterial soap and paper towels are provided to reduce the risk of cross-infection. Children are protected further because staff hold first aid and food hygiene certificates. There are policies for the care of children who are unwell. Nappy changing or toileting accidents are sensitively and hygienically dealt with.

Children have plenty opportunities for exercise and fresh air each day, which contributes to their good health. They benefit from having an outdoor area that is an

extension to the classroom and is used effectively throughout the year and in all weathers. Children climb, balance and swing on apparatus with confidence and expertise. They take great pleasure in riding scooters and bicycles, negotiating obstacles and changing speed and direction with skill. Children enjoy demonstrating their flair and aptitude for kicking, throwing and catching balls and show excitement when they score a goal. The staff are mindful to protect children in very hot weather. All children wear sun hats when they play outdoors and staff efficiently ensure that children have been protected with a high factor sun lotion. There are plenty of shaded areas within the outdoor area where children can play. Jugs of drinking water are provided outdoors so that children do not become dehydrated.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play in a bright, safe and clean environment. Staff make the premises attractive and welcoming using posters, photographs and examples of the children's artwork. A thorough risk assessment is undertaken regularly and each day the staff check the premises and the equipment prior to children arriving.

Children learn about their own personal safety. They know how to evacuate the premises in an emergency because they practise fire drills. They are reminded to walk rather than run while indoors and they learn to pick up tripping hazards when they tidy up. Children use a wide range of good quality toys and play equipment. All resources are checked frequently for damage and cleanliness. Children learn to use tools such as scissors or play dough utensils in safety. They are supervised by staff at all times when they use the indoor climbing apparatus.

Children are kept safe on outings. There is a clearly written outings procedure and risk assessments are undertaken regarding the venues. A high adult-to-child ratio is maintained to ensure that children are closely supervised.

Children are safeguarded because staff are well aware of their child protection responsibilities. There is a very clear child protection policy. Procedures for staff to follow if they have concerns about a child are displayed. The staff are extremely vigilant about the children's security. There is a secure touch pad entry system to the building and all visitors are rigorously monitored.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are extremely happy and very keen to take part in the wide range of activities offered each day. A stimulating learning environment is provided and children show great confidence and interest in their tasks. Excellent use is made of the outdoor area for a great variety of learning experiences. Interaction between the

staff and children is very good. Careful use of open-ended questions encourage children to think and give interesting answers. Children confidently chat to staff and visitors about their interests and recent events and give imaginative explanations about what they are doing. Children are encouraged to represent their unique and individual perception of the world through a range of materials, for example, with large boxes and pieces of fabric. They imaginatively go on a journey to 'Iceland'. Children are fully involved and engaged and their ideas are not restricted by adults. Staff have had training regarding the 'Birth to three matters' framework and now plan and adapt activities specifically for the youngest children that attend the pre-school.

### Nursery education

The quality of teaching and learning is good. Staff have a very good knowledge of the Foundation Stage and understand how children learn. Varied teaching methods and a broad range of planned activities ensure that staff provide challenge and children use their initiative and imagination. Children are motivated and eager to learn. They enthusiastically select the toys and resources they wish to use from the excellent variety available. Short term planning is comprehensive. However, the long term planning does not yet detail how all aspects of each area of learning are routinely covered. Staff offer good levels of support and communicate well to extend and consolidate children's learning. Children respond generally well to the staff's expectations for good behaviour and understand the boundaries.

Children acquire new knowledge and skills through an effective theme based activity programme. They are very curious and enquire how things work. They confidently use technology such as computers, tape recorders or cameras. Children concentrate and persist for lengthy periods at activities of their choosing. They develop their knowledge and understanding of the world as they investigate and examine growing things. Children carefully measure and show awe and amazement when they discover just how much the plants have grown in the garden. They record their findings by drawing pictures. Children observe how slowly snails move and show interest in other pets. Outings and visitors to the setting enhance children's learning. Children go on nature walks and visit Belfair's Woods and visitors include the dental hygienist or football players and coaches. The outdoor environment is used extremely well to give children an understanding of how the weather changes. Children explore how the wind blows by threading streamers and ties through the fence or by investigating spinning windmills.

Children show a real appreciation of books and have many opportunities to look at them on their own or in groups. Staff keep children enthralled in stories by using a range of props. Children confidently join in the stories and anticipate what may happen next. Staff provide children with many opportunities to mark-make and practise their emergent writing through everyday and fun activities, indoors and outside. Children make notes that explain that they have just seen a dragon or give out invitations to see a circus. They adeptly write their names on their artwork. Children proficiently recognise letters of the alphabet and can link the letters to sounds. Most children easily count to 10 and have opportunities to use simple

calculations, for example, when they sort and count toys or they work out the fruit needed to make fruit kebabs.

Children play extremely imaginatively in various role play areas. They buy and sell items in the outdoor shop and also create their own dens using fabric on the climbing frame. A wide range of costumes and props are provided so that children can express themselves, act out stories and play alongside other children who are engaged in the same theme. Children's creativity is valued as artwork is displayed for their appreciation. They show pride in their achievements and enjoy showing visitors completed pieces of artwork.

Children make good progress towards the early learning goals given their starting points and capabilities. Staff record positive observations and use photographs to evidence each child's progress and achievements. The planning is flexible and is adapted to meet the needs and interests of the children. This allows for staff to plan the next steps in learning for individual children.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children feel a sense of belonging because their name cards are ready for self-registration on arrival. They are valued as individuals and enjoy making choices and taking decisions about their play. Children mostly play cooperatively and learn about responsible behaviour. When children become overexcited staff have the skills to deal with this and they negotiate any minor disagreements using positive behaviour management strategies. Staff offer plenty of praise and encouragement to raise children's confidence and self-esteem. There are effective systems in place to support children with additional needs. The qualified special educational needs coordinator works with any children that may have learning difficulties and/or disabilities. Key workers work closely with parents to ensure that all children develop, progress and have fun whilst in the setting. Although the play areas are adaptable and suitable for all children that attend the pre-school, due to the layout of the facilities children do not always have privacy when they use the toilet.

The children's spiritual, moral, social and cultural development is fostered. Children learn to respect the needs of others as they take turns and share equipment. They learn simple sign language and enjoy helping staff with simple tasks such as distributing the drinks at snack time. Topics and themes allow children to learn about the wider world and they play with toys that reflect positive images of culture, ethnicity and disability. Festivals and traditions from around the world are celebrated.

Children benefit because there are very strong links with the adjacent primary school. The school hall and the library is used and the pre-school children are invited to school events such as concerts or sports day. This ensures that there is a smooth transition and children settle quickly when they enter the reception year.

The partnership with parents and carers is good. A wealth of information about the pre-school and about children's health and safety is displayed each day for parents to view. Open days are held, newsletters are sent out and parents have the opportunity to share information and make comments about their child's progress and achievements. The relationship between the staff and parents is very friendly and good verbal feedback is given each day. Parents become involved in the running of the pre-school by joining the management committee or helping with fundraising. They are invited to complete questionnaires to help staff monitor and improve the standard of care and education. Parents become involved in the children's learning by helping at sessions, attending outings or bringing in items related to themes, for example, pets to show the children. All parents speak positively and warmly about the pre-school, paying compliments about how the friendly staff settle the children in and show them care and affection. Parents show their appreciation for the special support the key workers offer their children. There is not yet a complaints log that can be shared with parents.

## **Organisation**

The organisation is good.

Children benefit from the care of a dedicated and enthusiastic staff team. All staff have been cleared through the Criminal Records Bureau (CRB) and the management team are now fully aware of the need for robust recruitment and vetting procedures for new staff. There is an action plan for staff training needs and the staff are keen to attend one day courses to keep up to date with current childcare issues and trends. Space and resources are used extremely effectively to ensure that children are happy and achieve as much as they can. The sessions are well-paced to ensure that children remain busy and interested in the activities.

All the essential documentation to support the efficient day-to-day running of the pre-school is in place. There is a well-organised operational plan that staff use as a working tool. However, the written employment and complaints policies do not contain all the relevant and up to date details. A high regard is given to confidentiality and written information about the children is securely stored.

The leadership and management is good. Since the last inspection there has been significant changes to the management of the pre-school. The two new managers have been extremely proactive and have worked hard over the last year to improve standards and the outcomes for children. They are well supported by the management committee and the staff team and morale is high. The managers and staff team efficiently monitor the effectiveness of care and nursery education through evaluating activities. Staff appraisals are undertaken and staff meetings are regularly held. Regular opportunities are offered for staff to continue their professional development. The managers are committed to further improvement and have a clear vision of how they wish to take the pre-school forward.

Overall children's needs are met.

## **Improvements since the last inspection**

At the last inspection the provider was asked to make sure that low-level glass panels are safe, find ways of making snack time an integrated learning experience and to update the behaviour management, complaints and child protection policies. Children's welfare and safety has been enhanced because the pre-school now hold written evidence that low-level glazing is safe, improvements have been made to the organisation of snack time and policies and procedures were updated to meet the National Standards. A recommendation has been made to review further some written policies and procedures because the National Standards were revised in October 2005.

Significant improvements have been made to the programme for nursery education since the last inspection. The managers have consulted with Southend SureStart and have acted with the support of teacher/mentors to review and simplify the planning and assessment systems to ensure that there are clear learning intentions related to the stepping stones and the early learning goals. There are now clear procedures for evaluating the effectiveness of the provision. The older and more able children are now provided with plenty of challenges to extend their learning across the six areas of learning.

## **Complaints about the childcare provision**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

*The quality and standards of the care*



To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review and update policies and procedures to meet the revisions to the National Standards of October 2005 (this refers to employment procedures and complaints procedures.)
- make sure that the toilet facilities offer privacy to support children's individual needs

### *The quality and standards of nursery education*

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review the long term plan to ensure that all aspects of each area of learning are routinely covered

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