

Fairfield Day Care Centre

Inspection report for early years provision

Unique reference number EY428445
Inspection date 19/01/2012
Inspector Lindsey Pollock

Setting address Fairfield Primary School, Glenfield Road, STOCKTON-ON-TEES, Cleveland, TS19 7PW

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Type of setting Childcare - Non-Domestic

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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.

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Description of the setting

Fairfield Day Care Centre is one of 26 settings in the north of England ran by '4 Children'. It was registered in July 2011. It operates from within Fairfield Primary School in Stockton. The Day Care Centre serves the local area and has strong links with the school. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The Day Care Centre opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 48 children may attend the setting at any one time. There are currently 34 children attending who are within the Early Years Foundation Stage. The Day Care Centre also offers care to children aged over five years. The Day Care Centre is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The Day Care Centre employs five members of childcare staff. The majority of these staff hold appropriate early years qualifications at level 3 or above. The Day Care Centre 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 and settled in this welcoming, friendly setting. Staff have a good and increasing knowledge of the learning and development requirements. As a result, children are making good and in some cases, very good progress towards the early learning goals. Positive relationships are in place with parents that helps to ensure children's needs are met. The enthusiastic management team have a clear vision for the further development of the provision. Along with staff and support from other professionals, they are working hard to continually improve the setting. Consequently, the capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- link the indoor and outdoor environments so that children can move freely between them and provide additional opportunities for children to develop skills for climbing
- complete summative assessments for all children so their progress can be tracked
- improve the systems for completing the self-evaluation form as the basis of ongoing internal review, assessing what the setting offers against robust and challenging quality criteria which relates to the setting

The effectiveness of leadership and management of the early years provision

Robust company policies are in place to ensure that all adults are suitable to work with children. Potential new staff are subject to rigorous recruitment procedures. Induction, probationary periods and appraisal sessions mean that staff are monitored and supported whilst working. Safeguarding is recognised as a priority. All staff have completed safeguarding training and are clear of their responsibilities and procedures. Written policies are detailed and address issues, such as, the use of mobile phones in the setting to fully protect children. Security at the setting is good and effective risk assessments minimise dangers to all attending the provision. Additional risk assessments are also undertaken for each type of outing to ensure children's safety when they are out of the building, for example, as they go on outings in the local community. Staffing ratios are good resulting in children being supervised appropriately and being well supported.

The indoor environment provides a safe, secure, stimulating space for children. Their art work and photographs are proudly displayed and numbers and written words are clearly visible to children. This provides a rich learning environment and raises children's self-esteem and sense of belonging. Toys and resources indoors are plentiful. They are of good quality and stored at a low level so that children can access them easily, this promotes their independence and encourages them to make choices. The outdoor area is not as well equipped and there are currently no resources to enable children to develop skills for climbing. Systems are in place for evaluation. Parents and children frequently communicate their views about the services offered by the nursery through questionnaires, consultations and direct contact. Their responses are considered and changes can occur as a result. For example, activities and food provision. A self-evaluation form is also used as the basis of on-going internal review, but does not always fully relate to this particular setting. Consequently it does not clearly show the impact that this provision is having on outcomes for children.

Good relationships with parents have been established. Recent responses to questionnaires indicate that the majority of parents rate the provision as 'excellent'. They speak highly of the setting, including comments, such as, 'first rate service' and 'the staff seem really lovely'. Notices and information are clearly displayed at the entrance to the setting to ensure parents are kept up to date to practices and changes. Individual dairies about children's care and verbal exchanges are also used to share information. Good partnerships are in place with the school. This helps greatly with the children's transition into the school nursery and the head teacher speaks positively of the work the setting does. Staff also work closely with other professionals, such as, speech and language therapists to support children's development.

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

Close relationships are evident between the staff and the children in the setting. Children approach staff confidently and with much affection and parents say their children are happy to be left in their care. A good range of activities keep children enthusiastic and purposefully engaged. Staff value and place importance on following children's interests, recognising that children become active learners when interested and having fun. Staff observe children in their play then analyse this information and use what they have found out to plan the next steps in their learning. Summative assessments are also in place to track children's progress. However, these are not completed for some children.

Children appear to be very happy at the setting. Behaviour is good and children have an increasing understanding of what is right and wrong. They have contributed to the rules for the setting. These are consistent with school so that children are not being given inconsistent messages. Children are becoming increasingly independent. From a very young age they make choices about what they want to play with. As they develop they help to tidy up, cut their own fruit at snack time and take turns to help set the table at lunch time. Children communicate well and converse with each other and staff. They have an increasing vocabulary using words, such as 'slimy' to describe the feel of noodles. They love books. They happily look at them by themselves and enjoy story-time when staff read stories such as 'Handa's surprise'.

They are developing good skills for handwriting. They mark make with a variety of resources, including water, glitter and sand as well as pens and pencils. Some children are able to write recognisable letters and write the labels for their plants. The children participate in many activities and have access to resources which help them begin to explore and question differences in backgrounds, ethnicity, religion, culture, and the world in which they live. They are currently celebrating Chinese New Year through art and craft activities and food tasting. They use numbers throughout different activities, for example, as they count the numbers of fish in the water tray and as they join in songs at circle time. They use mathematical language, telling inspectors that they put 'lots' of 'tiny' seeds into a 'circle' when planting their herbs.

Children are learning about keeping themselves safe through instruction and everyday practices. For example, staff support them as they use tools, such as, scissors and cutlery and discuss road safety with them. Regular evacuation drills are carried out so that children are aware of what to do in an emergency. High standards of cleanliness are maintained throughout the whole nursery, including toilets and nappy changing areas. This helps to reduce the risk of cross-infection. Although children have the opportunity to play in the fresh air, arrangements are not currently in place to enable them to move freely between indoors and outdoors as they wish.

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

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

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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Annex B: the Childcare Register

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

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