

Fairfield Preschool

Inspection report for early years provision

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Inspection date	23/04/2012
Inspector	Becky Johnson

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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*.

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Description of the setting

Fairfield Pre-School, owned by Fairfield Pre-school Limited registered as a private company in 2011, taking over the original Fairfield Pre-school. The setting operates from two rooms within Fairfield village hall. All children share access to a secure outdoor play area in the nearby school and to a small outdoor area at the setting. The setting serves the local and surrounding areas.

The setting is registered on the Early Years Register to care for a maximum of 30 children between two and five years. There are currently 36 children on roll. The setting operates term time only. Sessions are from 9am to 3pm on Monday and Friday and 9am to 12pm on Tuesday, Wednesday and Thursday. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

Seven members of childcare staff work with the children. All hold appropriate early years qualifications at level 2 and 3. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a happy and welcoming environment in which children are nurtured and well cared for. Children access a range of activities to help them to make good progress in their learning and development. The protection of children's safety and wellbeing is real strength within the setting. The setting is pro-active in fostering excellent partnerships with outside agencies to ensure that children are fully supported. There is a clear vision for the future and regular monitoring and self-evaluation ensure that any priorities for future development are promptly identified and acted on.

What steps need to be taken to improve provision further?

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

- support and extend children's learning experiences during adult-led activities
- review the systems for sharing information to ensure that all parents are fully informed and involved in the setting.

The effectiveness of leadership and management of the early years provision

Children are exceptionally well safeguarded and protecting children's welfare and wellbeing is of the utmost priority within this setting. Staff are diligent in child protection matters and fully understand their roles and responsibilities in protecting

the children in their care. Procedures for vetting and assessing staff, including rigorous recruitment and induction processes, are stringently implemented. This ensures that all staff working with the children are suitable. Detailed risk assessments are carried out and regularly reviewed. The manager links accident records to risk assessments to identify and minimise any re-occurring hazards. This enables children to safely enjoy their time in the setting whilst developing their knowledge of how to keep themselves safe.

The premises are well organised and tailored to meet the individual needs of the children attending at the time. For example, afternoon sessions specifically cater for children who will be leaving to go to school and activities and routines during this time support this. Staff are dedicated and show obvious enjoyment of being with the children. They are well qualified and experienced and regularly attend additional training to further their knowledge and expertise. The owner and staff are totally committed to continuous improvement and the capacity for this is excellent. Major changes have already been implemented since the setting re-registered and this has had a positive impact on both children and staff.

Staff work well in partnership with parents in order to develop a consistent approach in meeting children's needs. Parents are welcomed into the setting and their expertise is valued. For example, they talk to the children about their jobs, take cooking sessions and a grandma plays the piano for singing sessions twice a week. Parents are informed of planned activities and events through text messages and newsletters. Information is shared daily both verbally and with the use of a white board which informs parents of activities their child has taken part in. The majority of parents are very positive and extremely happy with the setting. They comment that staff are very friendly and know the children well, they are well informed and any requests have been addressed promptly. They like the relaxed, happy environment and are keen to emphasise the improvements that have been made under the new ownership. However, a small number of parents do not feel that they are given enough information about the group or are as involved in the setting as they would like to be. Strong working relationships with other professionals have been developed in order to maintain a consistent approach in meeting children's needs. Staff work very closely with everyone involved with the child. They regularly attend meetings and readily share information, knowledge and expertise to ensure that all children receive the highest level of care and support available to them. Excellent links with local schools ensure that children's transition from pre-school to school is a positive experience for the children.

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

Observation and assessment link directly to the planning to ensure that children make good progress in all areas given their individual starting points and capabilities. Staff ensure that children have fun and enjoy all aspects of their time in the setting. They participate in a range of activities to enhance their learning and development and are always busy and industrious. They benefit from the support of knowledgeable and capable staff who organise varied and adaptable

activities to foster children's curiosity and motivation. However, some activities are not always fully extended or clearly explained to children to ensure that learning and enjoyment is maximised, for example, during formal story and craft times.

Children especially enjoy imaginative play. They dress up as different characters, work industriously at the tool bench in the role play builders and cure the animals in the make-believe vets. They explore and investigate by rolling pebbles and corks through lengths of tubing, pondering how to make them come out of the other end when they get stuck. Children's knowledge of the wider world is extended by visits from the police and fire services, the local lollipop lady and a farmer. They also have visits from baby chicks and lambs and even on occasions a pony. Children are developing very good communicative skills. They happily chat to their friends and staff, talk about routines and activities throughout the day and confidently introduce themselves by name. Some children know all of the letters in their names and others can write their names forming recognisable letters. Books are a firm favourite. Children listen to stories told by staff in the quiet area and older children turn the pages and 'read' to their younger peers. Children use mathematical language and develop early problem solving skills. They know that if a piece of paper is too big you can cut it to make it smaller and they skilfully sort matching pairs of stripy, spotty and plain socks from the washing line.

Children's health is developed through both outdoor and indoor play activities. They skilfully climb steps and jump off a box and roll and run after hoops. Older children take part in a PE session which also develops their self-help skills as they undress and dress themselves in preparation for when they start school. Independence is further fostered at snack time when all children are encouraged to pour their own drinks and spread the butter on their toast. Children are learning about how to keep themselves safe. They walk beautifully to the school playground holding tightly to a rope and hoops. Techniques which are individual to each child promote positive behaviour. Staff respect children's personal preferences and the need for space and are supportive when children want to talk to them about worries or concerns. Children learn basic manners such as please and thank you and all children help to tidy away at the end of the session. All of the children are valued and respected as individuals. The support and care they receive from staff and the experiences that they are able to take part in enables them to feel secure and safe in their environment and lays firm foundations for the future.

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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	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	1
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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