

# Fair View Kindergarten and Nursery School

Inspection report for early years provision

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<b>Unique reference number</b>	254054
<b>Inspection date</b>	09/12/2008
<b>Inspector</b>	Susan Cox
<b>Setting address</b>	Fairview Farm, 31/33 Corner Lane, Horsford, NORWICH, Norfolk, NR10 3DG
<b>Telephone number</b>	01603 898237
<b>Email</b>	jane_cook@btconnect.com
<b>Type of setting</b>	Childcare - Non-Domestic

## 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.

## Description of the setting

Fair View Kindergarten and Nursery School opened in 1994. It operates from four rooms in a purpose-built building in the garden of the proprietor's home in Horsford near to the city of Norwich. The setting serves the village and local area. All the childcare facilities are on the ground floor. There is easy access to the building and garden and there is a toilet which is suitable for disabled people to use. The proprietor has a dog which may visit the setting. The setting is open each week day from 07.30 until 18.00 throughout the year but is closed between Christmas and the New Year. Children attend for a variety of sessions.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 85 children on roll from six months of age in the early years age group. The setting is in receipt of funding for early education. Children up to the age of 12 attend. Links have been developed with a range of local schools for children who attend the out of school sessions.

The proprietor is the manager and employs 12 staff. She holds a teaching qualification and all the staff except one hold appropriate early years qualifications.

## Overall effectiveness of the early years provision

Children are making good progress in all areas of their learning and development, however, there is a lack of balance between child-initiated and adult-led activities. Children are valued and respected as individuals often being given sensitive and caring support. Their welfare is well supported through strong partnerships with parents. Links are being developed with other settings the children attend. The provision continues to work on improvement through the use of self-evaluation.

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

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

- further develop the partnership with other settings providing for children in the Early Years Foundation Stage
- reconsider how young children are enabled to feel confident and safe
- review risk assessments to ensure they cover all areas of potential risk.

To fully meet the specific requirements of the EYFS, the registered person must:

- reassess the balance of adult-led and child-initiated activities delivered through indoor and outdoor play.  
(Organisation)

09/02/2009

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

A well-qualified staff team works effectively to meet the needs of the children. They continue to develop their skills by attending courses and some are taking higher level qualifications. Policies and procedures contribute to the smooth running of the provision. This is further supported as there are clear systems in place to evaluate the service that is provided and staff appreciate professional advice and support, for example, from the link teacher. Recommendations from the last inspection have been met, such as developing supportive strategies to help children better manage their behaviour and further supporting children in their learning and development.

Staff gather information about children and their family helping to ensure that they are valued as individuals. This leads to caring relationships being developed between children and their key person who supports them throughout their time in the provision. A daily chat and written information about children's welfare makes sure all parties remain up-to-date to support them. Parents are encouraged to support their child's learning by sharing information, attending meetings, viewing their files and completing questionnaires so that their views and ideas may be considered. Links have been developed with other provisions some children attend. However, they are not yet fully developed to ensure continuity of care for all children.

Children's safety is given a high priority. Risk assessments have been conducted on many aspects of the provision and action is taken to minimise risks. A new entry system is being installed over the Christmas holiday which will improve the security of the premises. Older children use the very large climbing apparatus and many of these children enjoy playing in the garden after dark but risk assessments have yet to be conducted on these activities. Staff have a good understanding of safeguarding children. They understand the signs of abuse and know how to seek advice to make sure the correct action is taken to ensure children's safety.

## **The quality and standards of the early years provision**

Children's care and welfare is effectively promoted. They learn to keep themselves safe as they meet local fire-fighters and police officers and practise road safety on walks in the community. Children enjoy a range of fruit at snack time and meals are prepared on the premises using much fresh produce. They love cooking and this helps them learn about food preparation and what is good for them. Clear procedures support children effectively if they become unwell and ensure parents are advised appropriately so they may take any further action needed. Children play frequently in the large garden which helps to promote their health and encourages learning in the fresh air. They use a good range of wheeled toys, and learn to climb, slide and swing from a variety of apparatus and this helps them develop physical skills and control of their body. They gather leaves and use these in the large dumper truck and cement mixer as they share and take turns with their friends and sort and group items on number cards counting up to 10. Older children are becoming independent as they manage their coats and shoes for

outdoor play, learn how to cope with their personal hygiene and help staff tidy up. Little ones are often sensitively supported as they develop independence but at times there is a lack of encouragement to wean older children off their 'comforters'.

Staff have a good understanding of the Early Years Foundation Stage. Observations and assessments are made of the children at play and these are used to help decide what the children need to learn next. Although children are making good progress there are few adult-led activities to give a good balance to child-initiated learning. Children enjoy a range of experiences across all the areas of learning. They find out about the wider world, celebrate a variety of festivals and play with resources which help to promote an understanding of diversity. Little ones love exploring toys that move and make sounds and messy play is popular with staff on hand to make sure most of the glue and paint goes on the paper. Children are encouraged to become mobile, staff chatter to them and use 'baby signing' to help them communicate. All children benefit from the bright and welcoming environment. Displays of their work and photographs at their level promote their interest and children freely access the wide range of resources encouraging them to organise their own play and develop independence.

Children are happy and relaxed in the care of the staff team. They play together, share and take turns as staff have explained what is expected of them. Consequently, children are learning how to manage their behaviour effectively with sensitive support.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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