

Fair View Kindergarten and Nursery School

Fairview Farm, 31/33 Corner Lane, Horsford, NORWICH, Norfolk, NR10 3DG

Inspection date	23/10/2012
Previous inspection date	09/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The well established key person system enhances the relationship with children and their families. Children develop secure attachments with their key person and other nursery staff.
- Very effective partnership working ensures parents are kept well informed of their child's progress and interests on a daily basis and in a variety of ways.
- Children are happy, motivated and inquisitive learners demonstrating positive behaviour and strong self-assurance.
- Children's language development is given a high priority. Practitioners skilfully question children during activities to extend their communication and thinking, particularly in the indoor environment.
- The educational programme has breadth and depth across all areas of learning and builds strongly on children's interests and adult led activities provide suitable challenge.

It is not yet outstanding because

- The system that managers use to monitor the effectiveness of how staff assess the progress individual children make is not yet fully embedded across the nursery.
- Children are not yet provided with the same richness of opportunities for learning when

playing outdoors as they experience indoors.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the four playrooms and outside areas.
- The inspector held meetings with the provider, senior management team and spoke with staff and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and other documentation.
- The inspector took account of the views of parents and carers spoken to on the day.
- A joint observation was carried out with the provider/manager.

Inspector

Susan Smith

Full Report

Information about the setting

Fair View Kindergarten and Nursery School registered in 1994. It is privately owned and is situated in Horsford, a residential village on the outskirts of Norwich. The nursery serves the local area. It operates from four rooms in a purpose-built building in the garden of a residential property. All 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. Children use an enclosed outdoor area for their play. The nursery opens each weekday all year round from 7.30am to 6.00pm, throughout the year but is closed between Christmas and the New Year.

It is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 100 children in the early years age range on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities and a few children who learn English as an additional language. The manager has qualified teacher status. There are 16 members of staff, all of whom hold appropriate early years qualifications; one has Early Years Professional Status. The nursery is in receipt of funding for the provision of free early education for children aged three and four years and can offer places for funded children aged two.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- Embed further the revised system of monitoring how practitioners assess the progress children make to ensure practice is consistent across the nursery.
- Enhance the opportunities for learning in the outdoor environment so they are as rich as those children experience when playing indoors.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners demonstrate a secure knowledge of how children learn and develop. They have a very good understanding of how to engage and capture children's interest. As a

result, children are highly motivated and enthusiastic learners who are progressing well towards the early learning goals. Children are encouraged to make choices in their play and move with confidence, exploring all areas of the provision.

Younger children have a comfortable, well equipped room and demonstrate a strong sense of belonging as they select toys to play with. For example, babies explored the texture of the bubbles on their hands and attempt to blow them away as modelled by the practitioners. They were completely absorbed in the sensory experience as they felt the water fall between their fingers and placed their hands in their hair as the water fell on their face.

Children make good progress in developing communication and language skills. Children of all ages have many opportunities to enjoy books with an adult or with their friends. During the inspection, babies were observed to freely select their favourite book to share with a familiar adult. Their faces beamed with delight as they anticipated what they would find under the flaps or when the page was turned. Older children sat attentively as they listened to the story at group time. They were fully absorbed as they predicted what happened next and compared their beds at home to the picture of the bed in the story. Activities are planned to support children's emerging writing skills. For example, adults use a movement-based programme designed to help children develop the physical skills they need to learn to write.

Systems for planning and delivering a range of activities are based securely on children's interests and ideas. Key persons note what they observe children doing and feed this information into weekly plans, identifying activities that support children's next steps in learning. Adults skilfully plan and resource the indoor environment offering rich and stimulating learning opportunities covering all areas of learning. Adults are quick to recognise opportunities to extend children's learning and introduce new vocabulary. The outdoor area is planned in a similar way, however adults are developing this further to provide children who choose to do their learning outside with the same richness of opportunities that they experience inside, particularly during child initiated play.

Practitioners record children's progress using individual 'learning stories'. They are currently in the process of embedding the revised system of assessing children's progress using Development Matters in the Early Years Foundation Stage. Parents value the opportunities to be involved in their children's learning and are encouraged to make comments in their child's 'learning story' with regards to learning observed in the setting and at home. Regular 'All about me' assessments are shared with parents providing an opportunity for them to contribute to the identification of their child's next steps in learning.

The provision for children with identified additional needs is good. The setting is building good links with a range of outside professionals who work closely with the setting to put plans in place for children needing additional support. These plans are thorough and shared with parents so everyone can work towards ensuring the child's best interests are served.

The contribution of the early years provision to the well-being of children

The successful implementation of the key person system and the effective deployment of practitioners ensure that all children form secure emotional attachments. As a result, this provides a secure base for children's developing self-confidence, independence and skills for future learning. Children have secure attachments with all adults and particularly with their key person within the setting. Babies in particular are highly responsive to adults and respond with smiles of joy when familiar adults appear. All children show a strong sense of belonging to the provision and care for each other. For example, in the toddler room a child showed concern on finding a lost comforter and quickly returned it to a younger child.

Practitioners are good role models and they have high and appropriate age related expectations of what is acceptable behaviour. They routinely reflect on children's relationships to establish strategies to help children recognise and understand the rules for being together with others. For example, practitioners have introduced visual aids showing 'kind hands' and 'grumpy hands' to remind children of acceptable behaviour.

There is a welcoming and well-resourced learning environment both inside and outside. The older children have many opportunities to develop their physical skills and are developing an understanding of taking risks in their play; such as climbing on the challenging apparatus and as they skilfully manoeuvre bikes around the natural obstacles in the outdoor environment. They are developing good self-care skills and confidently talk about when and why they need to wash their hands to stop germs spreading. They also recognise when they are hungry and stop play for a snack. They can choose when and where they want to eat lunch. For example, a child chose to have his lunch at the picnic table as he wanted to be with his key person who was working outside. This contributes to children's developing understanding of healthy lifestyles and general well-being.

Children are well prepared for the next stage in their learning. Transitions are well supported within the nursery and when they move to other settings such as going to school. For example, practitioners take children on story time visits at their new school. Practitioners recognise the importance of working with other provision that children also attend and have recently introduced a communication book.

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

Safeguarding and welfare requirements are met because practitioners have a secure knowledge and understanding of child protection procedures. Robust recruitment, vetting and induction systems ensure children are cared for by suitable adults who are enthusiastic and well qualified. Practitioners ensure that children can learn in a safe environment because they carry out regular and detailed risk assessments.

The senior leadership team set high expectations for quality which practitioners understand and aspire to. Self-evaluation is accurate and identifies priorities for improvement. Senior leaders recognise the importance of self-challenge and reflection in order not to become complacent. They know this is especially important with the well-established and long-standing staff team. Effective performance management systems are in place. Training opportunities are actively promoted by the management team and are

taken up by practitioners to further develop their practice.

Senior practitioners play a key role in observing and monitoring teaching and care within the nursery. This ensures the smooth day-to-day running of the setting. They have a good understanding of the requirements of the Early Years Foundation Stage and ensure there is a broad range of experiences across the seven areas of learning helping children to make good progress toward the early learning goals. Leaders and managers have recently introduced a revised system to monitor the consistency of how assessment is being used across the nursery. They work with practitioners to ensure they have an accurate understanding of how to assess children's skills and abilities using Development Matters. For example, they ensure each child has an individual plan based upon the three prime areas of learning. Practitioners recognise that this revised system supports them to swiftly identify where children may be at risk of making less progress than others.

Partnership with parents are a particular strength of the setting. Parents value the key person system and the opportunities to play an active role in their child's learning. The setting works effectively with external agencies to ensure appropriate interventions are secure for children with additional needs. Practitioners are trained in the completion of the Common Assessment Framework (CAF) and use this effectively to ensure children receive the necessary support in order to make good progress in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement

and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	254054
Local authority	Norfolk
Inspection number	887318
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	42 - 15
Total number of places	57
Number of children on roll	100
Name of provider	Jane Frances Christine Cooke
Date of previous inspection	09/12/2008
Telephone number	01603 898237

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

