

Fairhills Pre-School

Preston Hall, Preston Avenue, Irlam, MANCHESTER, M44 5XB

Inspection date	23/04/2013
Previous inspection date	08/03/2012

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		1
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

- High regard is given to supporting children's language skills. Staff are skilful in encouraging children to talk about their own experiences by using effective open-ended questioning techniques and allowing them time to think about what they want to say.
- Behaviour is very good and contributes to effective learning. Children are encouraged to be very independent and take responsibility in activities and routines.
- Children with special educational needs and/or disabilities are exceptionally well cared for by their key persons. Partnerships with key persons, parents and outside agencies are excellent and, as a result, continuity of care is highly effective in meeting their needs.
- The monitoring of educational programmes and assessments is strong and effective in identifying gaps in learning so children make good progress towards the early learning goals.

It is not yet outstanding because

- Assessment systems for tracking children's progress are in the early stages. As a result, staff do not have a wholly accurate picture of children's progress.
- The process for self-evaluation is currently the role of managers and does not always take into account the views of parents, staff and children in order to drive continuous improvement.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the main room and in the outside area.
The inspector checked evidence of suitability of staff working with the children and
- looked at induction and staff training procedures. The inspector also looked at policies, accident and medical records and the self-evaluation form.
- The inspector spoke to the manager, the chair of the committee and staff in the pre-school.
- The inspector looked through children's assessment records and planning documentation and discussed these with staff.
- The inspector took account the views of children and four parents spoken to on the day.

Inspector

Emily Wheeldon

Full Report

Information about the setting

Fairhills Pre-School was re-registered in 2010 and is on the Early Years Register. It is situated in a purpose built premises in the Irlam area of Manchester, and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from a single storey community hall and there is an enclosed area available for outdoor play.

The pre-school employs six members of child care staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 4.

The pre-school opens Monday to Friday during term-time only. Sessions are from 9.10am until 12.10pm and from 12.45pm until 3.45pm. Children attend for a variety of sessions. There are currently 67 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- make assessment even more precise and timely to give a more accurate assessment of children's progress over time

- develop systems of self-evaluation taking into account the views of all staff including members of the committee, parents and children in order to enhance improvement planning.

Inspection judgements

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

Children make good progress in relation to their starting points in this pre-school. Dedicated staff have high expectations and have a secure knowledge of how children learn. Observations are thorough and linked to areas of learning so staff have a good overview of the curriculum. This means that any gaps in learning are quickly identified and children are well and staff find the assessments useful in informing further planning. However, as the tracking system is in the early stages staff do not have an overview or an up-to-date picture of where children are at in terms of their stage of development. Parents are involved in their child's learning and observations parents make of their

children at home are incorporated in the planning. As a result, planning is individualised and meets the needs of all children.

Strong emphasis is put on developing effective communication and language skills from a very early age. Staff have completed the 'Every Child a Talker' training program, which effectively identifies and assesses children's skills in communication and language. Staff are skilled in encouraging children to talk about matters of interest with other children by asking open-ended questions. For example, they say, 'What did you do at the weekend?' Children are effective communicators and demonstrate high levels of confidence and self-esteem.

Children's early reading and writing skills are developing well. Staff encourage children to recognise letters and write their names in preparation for school. For instance, staff provide interactive displays to encourage children to learn letter sounds, such as, 's'. Children handle objects beginning with 's' and talk about the objects with their peers, hence gaining effective literacy skills. Teaching is strong and staff are skilled in planning activities, which are challenging and interactive. For example, they extend children's mathematical skills by encouraging children to move bricks down a slide and count them accurately. Staff also successfully extend children's thinking skills. For example, while children select coloured bricks to stack on top of each other, staff say, 'How tall can you get it? How many bricks can you count? If you add one more, how many will there be?' Children are given opportunities to be involved in role-play, such as pretending to be a doctor in a hospital. Children demonstrate effective skills in technology as they operate programmable toys, such as, a digital thermometer.

Staff regularly share information about children's progress with parents, who are strongly encouraged to be involved in their child's learning. For example, they are invited to attend meetings to discuss progress check at age two reports and general summary reports with staff. Daily diaries are informative and are used effectively to send messages or for parents to voice any concerns they may have. Parents are particularly complimentary about the manager who has made positive changes regarding the sharing of information about events and children's learning. They say, for instance, 'The manager has made a positive impact on the pre-school. There is better communication between parents and pre-school. We now have newsletters, information about reading and the blue communication book, so parents are well informed about what their child has been doing during the day.'

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

A highly successful implementation of the key person system ensures that all children form secure emotional attachments. As a result, children learn effectively because they are cared for in a highly nurturing environment. The pre-school is like an extended family where staff form close bonds with all children. They gently encourage them to be independent while reassuring them when they get frustrated. Children display high levels of confidence and take responsibility for their own belongings and learning from a very early age. For example, children hand out cups to their friends and pour drinks for themselves at snack time. Particularly noteworthy, are inspirational staff who support

children with special educational needs and/or disabilities. High regard is given to respecting the uniqueness of every child. For example, staff allow children time and space to process information and join in activities when they feel comfortable to do so. This benefits the children enormously as they are more likely to understand what is being asked of them, feel very relaxed and are more motivated to learn and join in.

Staff work very closely with parents to find out their child's routines and interests at home and, as a result, children settle quickly. Parents are involved in all transitional periods, at the beginning and when children start school. Links with other early years settings and outside agencies are very strong. For example, teachers are invited to meet the children and their key workers prior to children starting school. Outside agencies, such as, speech and language therapists meet with parents and staff on a regular basis to discuss the progress of children with additional needs. As a result, children's needs are very effectively met.

Behaviour is excellent as staff supervise children well at all times and are very positive role-models to children. The activities provided by highly skilled staff are also stimulating and children are quickly absorbed in their play. Children demonstrate an excellent understanding about rules and know, for example, that they must wear aprons when playing in the water. Children play harmoniously as a group and feel very proud of their achievements and this contributes to very positive behaviour. For example, children excitedly talk about paintings they have made on a caterpillar display. Children develop an outstanding understanding of keeping themselves safe. For example, they initiate their own imaginative play when they pretend to be police officers directing the traffic. Children know that cars are dangerous and that traffic lights are used to keep people safe.

Children have an excellent awareness of keeping themselves healthy. For example, they know they must wash their hands thoroughly to get rid of germs before eating. They choose from an appetising selection of healthy food options, such as, fresh fruit, and have access to fresh drinking water at all times. Children greatly benefit from fresh air and daily exercise in a very well-resourced outside area. They love riding on scooters and bikes and climbing over wooden bridges. Care routines, such as supporting children with potty training, are excellent. Children are encouraged to be independent when dealing with personal hygiene and getting dressed. As a result, children have very effective self-help skills necessary when they start school.

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

High regard is given to the safeguarding of children. All staff have a secure knowledge and understanding of safeguarding policies and procedures and know who to contact should they be concerned about a child. Children are supervised very well by staff who are effectively deployed and any accidents that occur are recorded in an accident book and parents are informed. All staff have a good understanding about policies and procedures when dealing with incidents. As a result, children are kept safe. Comprehensive risk assessments are carried out on the premises and are reviewed on a regular basis, so that risks are minimised. Procedures for vetting staff, recruitment, induction and staff's on-

going suitability to work with children are excellent.

The pre-school is very committed to delivering a quality service and managers and staff work hard to provide good quality provision. Managers have realistic views of areas to develop in order to raise standards. They have been quick to meet previous recommendations raised in the last inspection. For example, staff now ask parents to complete 'All about me' sheets when their child first starts and parents are asked to contribute their comments in summary reports. As a result, parents are more involved in their child's learning. Self-evaluation is performed on an informal basis and is largely carried out by the manager who oversees the quality of provision. However, views from staff, the committee, parents and children are not fully explored. This means that self-evaluation can only give a partially balanced picture and realistic view of where the pre-school is at.

All staff are well supported by a committed and hard-working management team. They are strongly encouraged to go on training to develop their skills and effective systems are in place for staff to share good practice. For example, staff cascade their knowledge from courses to the rest of the staff team through meetings. This benefits not only the staff, but the children in pre-school. The manager is well-organised and has a firm grasp and knowledge of the skills of her staff. For example, she monitors staff practice on a daily basis and regularly checks individual children's learning journeys. This is to ensure they are of good quality and accurately reflect the interests and needs of individual children. Staff appraisals are effective and carried out on a regular basis to identify any gaps in knowledge and training. The monitoring of educational programmes is strong and ensures children receive a broad and balanced curriculum. As a result, the provision is effective in meeting the needs of all children.

Successful partnership working with parents means that parents play an active role in their child's learning. Parents contribute to assessments of their child's progress and progress is reviewed and shared with them. The monitoring of educational programmes is effective and means that any gaps in learning are identified quickly. Links with outside agencies are very strong and effectively contribute to children making good progress towards the early learning goals.

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 action. 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	EY415325
Local authority	Salford
Inspection number	911605
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	67
Name of provider	Fairhills Playgroup Committee
Date of previous inspection	08/03/2012
Telephone number	0161 777 6615

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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, which are usually the childminder's 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.

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