

Fairways Pre-School Playgroup

Fairway Primary School, The Fairway, Leigh on Sea, Essex, SS9 4QW

Inspection date	09/07/2013
Previous inspection date	11/11/2011

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 key person system is fully embedded and children are happy and feel very safe and secure. Partnerships with parents, carers and other professionals are strong and, as a result, children settle well and are eager learners.
- Qualified and experienced staff have a good knowledge and understanding of how children learn, and offer a broad and varied educational programme. Therefore children, including those with special educational needs and/or disabilities, make good progress.
- Children are able to play and learn in a child friendly, welcoming pre-school. Good resources are easily accessible for children to self-select and initiate their own play.
- Good settling-in sessions mean a smooth transition from home to pre-school, and children are happy and eager to learn. In addition good opportunities are available to them to ensure they are fully prepared for their transition to school.

It is not yet outstanding because

- The process for self-evaluation is not sufficiently robust to demonstrate clearly how targets are prioritised and planned for to drive continuous improvement, and how parents and children are involved in this process.
- While the indoor environment is rich in print and numbers, this is not yet fully embraced outdoors. The provision of resources to enable children to routinely explore and discover outdoors is not fully maximised.

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 indoor and outdoor learning environment; this included a joint observation with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of the children's learning journals, development reports and planning documents.
The inspector saw evidence of suitability and qualifications of staff, risk assessments, policies and procedures, and other documentation in relation to health and safety.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Lynn A Hartigan

Full Report

Information about the setting

Fairways Pre-School Playgroup was registered in 1978 and is on the Early Years Register. It is situated within the grounds of Fairway Primary School in Leigh-on-Sea, Essex. It is managed by a committee and a manager. The pre-school serves the local area and is accessible to all children. It operates from two classrooms and there is an enclosed area available for outdoor play.

The pre-school employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and level 3. The pre-school opens Monday to Friday during school term time. Sessions are from 8.40am until 11.40am and 12.50pm until 3.20pm. Children attend for a variety of sessions. There are currently 71 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 who speak English as an additional language and 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:

- enhance the quality of the outdoor learning environment, for example, by providing further opportunities for children to investigate the natural world through a wider use of resources, and ensure it is rich in signs, numbers and words

- implement a more rigorous use of self-evaluation to monitor and analyse practice, and to ensure that the quality of the children's learning, development and care continues to improve.

Inspection judgements

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

Children are provided with a wide range of exciting and challenging learning opportunities in all areas of learning. This is because staff are very knowledgeable and demonstrate a sound understanding of how children learn. Accurate and focussed observations are made to ensure an individual approach to planning for children's next steps in learning. There is a good balance of adult-led and child-initiated play. For example, children have great fun using their imagination. They sit in a boat and use props, such as a wooden steering wheel to steer through the ocean. They direct their own play, however, staff are nearby to

skilfully ask questions that prompt children to think and problem solve. For example, they are asked what could happen if they fall into the sea.

More focussed activities are planned to support children's learning and interests. For example, children learn about where food comes from. Children are fascinated to see whole fish from the fishmongers, and are able to touch the scales. This encourages them to think and ask questions. Simple mathematics is encouraged through daily routines, such as at snack time. Children count to see how many cups are needed. They learn about weight and measure as they use the pulleys in the sand, counting as they fill the buckets. Number lines are displayed and children begin to recognise sequences.

Children are eager, active learners as the pre-school is extremely inviting offering exciting, quality resources that interest children and capture their imagination. Children understand that text has meaning and the indoor environment is rich in text, including words and symbols in children's home languages. They enjoy favourite stories in a group. The use of props makes it exciting and they are encouraged to interact and to predict what happens next. A well-stocked book corner is used well.

Early writing skills are encouraged. Children have great fun using chunky chinks to make marks in the garden. They experiment using their hands to paint and make patterns. Children's artwork is displayed and children take pride in their efforts. Staff have high expectations for the children in their care and are committed to offering a broad range of learning opportunities. They positively encourage parents to support the children's learning and development at home. As a result, children including those with special educational needs and/or disabilities, make good progress.

Children relish their time outdoors. They learn how to grow and take care of vegetables as some opportunities are available to them. They discover bugs and discuss natural habitat. They care for snails and visit 'Tropical Wings' to see butterflies. However, opportunities to grow plants, dig mud and bug hunt is not fully maximised in everyday play. Children's physical skills are supported well as they use the large climbing apparatus. They negotiate space well as they whizz around the garden on bikes and trucks. They know how to stay safe when using the swing. They enjoy playing games in the play house, such as selling ice-cream. They use a cash register and play money which encourages children to count and understand about money. However, there are less opportunities available outdoors, for children to recognise that text has meaning as numbers, signs, posters and symbols in the outdoor environment are limited. Children who have English as an additional language are supported well and resources, such as dual language books and signs that are written in the child's home language are readily available.

Children are very settled, confident and keen learners, they are developing good self-care skills, for example, ensuring they are appropriately dressed for the weather when going outdoors. Children are encouraged to make decisions. They are developing a good understanding and responsibility of caring for their friends and their environment. For example, children help staff to wash the toys at the end of term. They listen to and follow simple instructions. This prepares them extremely well for when they move onto school.

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

Children settle quickly and are very happy and eager to learn as they have formed close, secure attachments to their key person. Meaningful information, such as children's routines, likes and dislikes are discussed and this positively contributes to a smooth transition from home to pre-school. Children show willingness to participate in all activities offered and are able to do so in a very safe and secure environment. This is because priority is given to safeguard children at all times. Children learn how to keep themselves safe as they discuss road safety when walking in the local environment. They practise fire drills, and know to listen and follow clear instructions of how to evacuate the premises. They learn about the importance of staying safe as they excitedly watch a supervised activity of popcorn cooking on an open fire during a forest school activity.

Children are friendly, polite and are kind to one another. Their behaviour is good and this is because they know what is expected of them. Staff are gentle in their manner and are good role models who speak calmly and respectfully to the children at all times. The staff have high expectations for the children in their care. Children's achievements and efforts are praised. For example, children are praised and thanked for sharing a popular toy in the garden. Children are beginning to understand about the importance of a healthy lifestyle. They are offered a variety of healthy and nutritious snacks in line with their individual dietary requirements. They are able to make decisions about what they eat and drink and independence skills are encouraged. For example, they pour their own drinks and tidy away after themselves. They often help prepare their own snack, cutting fruits and using spreads on crackers. Children understand the importance of staying safe in the sun as they wear sun hats and sun cream when playing in the garden. All children are positively encouraged to enjoy fresh air and exercise daily. They independently take care of their personal needs as they use the bathroom. Prompts are displayed to remind children to wash their hands after using the toilet, however, staff are always close by to offer support as required.

Good support is in place to assist a smooth transition for children who are ready to move on to school. There is a good handover with the child's key persons and parents are involved at every stage. Children are able to visit their school with the key person. Primary school teachers are invited to pre-school to meet the children in their familiar surroundings. Working in partnership has a positive impact on children. Play activities are planned to support the children. For example, story books about going to school are accessible for children to read. School uniform is readily available in the role-play area, enabling children dress up.

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

The manager and her team of staff are dedicated and committed to provide a high quality childcare provision for children. There is a very low turn-over of staff and therefore children rarely experience any disruption. The manager has a good overview of the curriculum and monitors and evaluates staff practices. This is effectively achieved as she has a sound understanding of how children learn. Systems for staff training, appraisals

and supervision ensure staff receive coaching to improve their personal effectiveness. The pre-school's special educational needs coordinator is passionate about her role and is fully supported by the manager. This means every child is fully supported to consistently make good progress.

Staff demonstrate a clear understanding of their own personal responsibility to safeguard children and this is embedded in everyday practice. A thorough recruitment process ensures staff complete appropriate checks and an induction. All staff members and some committee members complete safeguarding training to ensure they have a clear understanding of the procedures to follow, should they have any concerns regarding children in their care. This means children's well-being is protected.

The manager is able to discuss plans to improve the provision for children. Recommendations made at the last inspection have been implemented and children are able to access all resources easily as a result. Staff are reflective and evaluate the activities offered to children. The manager is able to highlight strengths and areas for further development but a self-evaluation process that is regularly reviewed and consistently includes parents' and children's views is not yet fully embedded in practice.

The manager and staff invest time establishing strong partnerships with parents and other carers involved with their children. This means children receive the best possible care. Parents are encouraged to share what they know about their child's abilities when they first attend, and are positively encouraged to support their children's learning at home. A home communication book is used to assist this process. An open door policy, easy access to children's development records, and arranged meetings with the children's key person offers parents opportunities to discuss their children's development. Useful information is displayed for parents around the setting. This includes good information about the staff and their qualifications. Details about the characteristics of learning and photographs of the children at play are displayed, and give parents a good insight of their child's time at pre-school. Parents comment on their complete satisfaction of every aspect of the setting. They comment on the ease with which their children settle, the progress they make and how happy their children are to attend. Parents also comment on the friendly, supportive and approachable staff.

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	119476
Local authority	Southend on Sea
Inspection number	915610
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	71
Name of provider	Fairways Pre-School Playgroup Committee
Date of previous inspection	11/11/2011
Telephone number	01702 421180

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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