

# Fairfield Preschool

Fairfield Village Hall, Stourbridge Road, Fairfield, BROMSGROVE, Worcestershire, B61 9LZ

<b>Inspection date</b>	20/11/2013
Previous inspection date	23/04/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
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		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children have a wonderful time at pre-school. They are keen to learn, confidently and purposefully joining in most rewarding activities in stimulating surroundings. The provider's and staff's rigorous observations and assessments ensure their precise knowledge of each child's interests and needs which they expertly cater for in their planning and organisation of the educational programme.
- The quality of teaching is excellent. The provider and staff skilfully promote children's understanding and skills, inspiring them to explore, be imaginative and with confidence and joy to take on new challenges.
- The provider and staff are extremely passionate about their work with children and families. They are very dedicated and highly effective in working with parents and others to ensure children's needs are fully met, that they achieve exceptionally well, and that they are nurtured, thrive and are fully protected from harm.
- Arrangements for safeguarding children are exemplary. The provider and staff carefully monitor children's welfare. They work professionally and tirelessly with families and other agencies in order to minimise any risks of harm to children. When they have concerns about a child they are thorough and uncompromising about notifying all the relevant agencies to ensure early intervention and support.

## 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 hall and in the outside play areas at the pre-school and adjacent school.
- The inspector held meetings with the provider/manager of the pre-school and the deputy manager.
- The inspector spoke to staff and children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the staff working with children.
- The inspector read and discussed the provider's self-evaluation form and improvement plan.
- The inspector looked at a sample of records and policies relating to safeguarding, complaints and other aspects of children's welfare, health and safety.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the pre-school's parent surveys.

## Inspector

Rachel Wyatt

## Full report

### Information about the setting

Fairfield Pre-school was registered in 2011 on the Early Years Register. It is situated in Fairfield village hall, in Bromsgrove, Worcestershire, and is a limited company. The pre-school serves the local area and is accessible to all children. There are enclosed areas available for outdoor play on the premises and at the adjacent school.

The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2, 3 or 4. The pre-school operates term time only. Sessions are from 9am to 3pm on Monday, Tuesday and Friday and from 9am to 12pm on Wednesday and Thursday. Children attend for a variety of sessions.

There are currently 27 children on roll, who are all within the early years age range. 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. The pre-school has close links with the adjacent first school and is a member of the Pre-school Learning Alliance.

### What the setting needs to do to improve further

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

- enhance the already excellent provision for children's outdoor learning, by providing them with further physical challenges and opportunities to learn more about their natural surroundings, for instance through gardening activities.

## Inspection judgements

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

Children thoroughly enjoy learning and make excellent progress. The provider and staff have a very precise knowledge of each child's starting points and ongoing learning and development needs and ably reflect these in their planning. This information is achieved as a result of their interactions with children, their thorough observations and assessments, and from regular discussions with parents and others working with children. In particular, children's ideas and choices are an integral part of the daily organisation of exciting experiences and they and the staff often discuss and review what they have enjoyed during a session. The provider and her colleagues adeptly plan a balance of activities, some of which enable them to focus on children's specific needs, and others which stimulate children's free choice and ideas. The room is carefully laid out with a wealth of inviting activities set up in designated learning areas. These areas are equipped with an array of additional resources and displays to support children's choices and their active, purposeful learning. For instance, a great variety of musical instruments and a

compact disc player prompts a group of children to initiate a music and sound session, aided by the provider. Following their enthusiastic rendition of several action rhymes, she extends the children's learning as they discuss and play quiet and loud sounds. This prompts a child to suggest they make 'quiet' and 'loud' pictures, resulting in a busy session of drawing, colouring and cutting out their artwork. Everyone joins in a lively discussion about which colours and drawings are 'loud' and which are 'quiet'.

Parents and carers actively contribute to their children's learning and development at the pre-school and at home. From the time their children start they are encouraged to share their views about their children's abilities and interests. This information helps staff to get to know children, and to plan for their starting points and next steps. Parents are given regular feedback about their children's development, for instance coming into the pre-school to discuss their two-year-old's progress check with their key person. On a daily basis parents are informed about their children's activities and experiences, many of which they contribute to. For example, a carer comes in each week to play the piano, while others do cooking sessions or talk about their jobs. Children have been enthralled by some of the more unusual contributions made to sessions by parents, for instance when they have brought in a skip lorry or farm machinery. The provider and staff consistently ensure children's learning is enhanced by other activities within the community. They go for walks, visit a working farm and the local shop. Daily outdoor play at the school offers children varied physical challenges and worthwhile opportunities to explore.

Children are confident and resourceful learners who are very well prepared for their future learning at school. High priority is given to reassuring new children and supporting them so they are soon fully involved in activities and are keen to tackle new challenges. For example, the pre-school supervisor plans an indoor physical play activity where a group of, in the main, two-year-olds are encouraged to climb up some steps, walk along the top of the box unit and then jump off the end. With the help of a colleague, the supervisor gently but persuasively inspires the children to become progressively bolder as they safely climb, balance and jump. Every child makes progress and they are delighted with their own success, as well as applauding their friends' achievements. The provider and staff then extend this, so that during outdoor play at the school, the children competently use the 'climbing wall' and other climbing and balancing adventure play equipment. The provider and staff skilfully coach and encourage the children so they all show improved confidence, coordination and balance during these very well-managed, increasingly challenging and much enjoyed activities.

The provider and staff adeptly foster children's communication and understanding. There is a consistent buzz of conversation during snacks and mealtimes and all activities. The adults are alert to any lack of clarity in children's speaking or any delay in their understanding or speaking. They work closely with parents and other agencies to access timely, well-targeted support for children with communication or other developmental delay. Children clearly know when to listen and pay attention for example, during stories and group discussions. They articulately express their ideas, describe what they are doing or making, and readily respond to questions. They develop control and coordination when using pencils and crayons in readiness for mark making and recognise and use letters and sounds, for instance when finding their name card at snack time. Young children also adeptly use numbers for counting and comparing and readily recognise and match items

according to shape, colour or size. For instance, a group of two-year-olds adeptly count and match different shapes. A young child instantly recognises how many more shapes she needs in order to have ten items, when another child 'borrows' some of her shapes. Excellent links with the school enable the provider to work with the reception class teacher to extend the learning of those children at the pre-school who are exceptionally skilled, for instance in aspects of maths and/or literacy.

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

Children are nurtured and thrive. Their individual care, health, dietary and medical needs are fully understood, as a result of in depth information sharing between staff and parents and carers. The provider and staff expertly and calmly promote children's comfort and good hygiene during nappy changes and self-care routines. Children are very well-nourished during relaxed, social snack and meal times.

The provider and staff are very receptive to children's individual characteristics and highly skilled at helping them to settle at pre-school and to form secure attachments. They are approachable and reassuring, adeptly and sensitively finding ways to help young children develop confidence in their new surroundings. The provider and staff really value children's backgrounds and interests, and ensure these are well represented in the selection of toys and activities at each session. In addition, a highly stimulating environment and a wealth of easily accessible toys, games and resources inspire children to be imaginative and to develop their own ideas for play. All these contribute to children feeling valued and developing a strong sense of belonging.

All adults very ably support children in further developing their confidence and skills so that they are socially and emotionally ready for the next stage in their learning, including going to school. For example, staff create opportunities for children to take the lead in discussions or activities. They also readily encourage and follow up children's suggestions for activities and often involve them in discussions about what they have enjoyed doing.

The provider and staff very successfully focus on developing children's social skills and independence. They consistently encourage children's cooperative play and learning together, adeptly incorporating discussions about being kind and helping each other. Children enjoy each other's company, for instance happily chatting to their friends during meal times. There is a strong focus on developing children's involvement in the local community through their regular walks, outings and visits, and in particular during daily outdoor activities at the school. These activities are extended so that before they start school, pre-school children join the reception class for lunch, craft activities and outdoor play. As a result, they are already familiar with aspects of school life and routines when they move on to full-time education. The pre-school children are also developing new friendships with children from an inner city nursery who visited them recently. A delightful photographic display reminds them of the wonderful time they spent together. They are looking forward to visiting this nursery in the near future. Children are given excellent support to increasingly manage their good hygiene and personal care by themselves. For example, the school and parents really appreciate that children have already had plenty of practise in getting changed during the pre-school's popular PE sessions.

The provider and her colleagues give high priority to ensuring children are protected from harm, kept safe and their good health is promoted. They are vigilant about monitoring the safety and security of the premises and in ensuring children use high quality toys and resources. They ably support children in learning how to behave sensibly and safely and how to manage risks or more physically challenging situations. They also provide opportunities for children to discuss feelings and to reflect on how their actions or words may upset others. As a result, children show an increasing respect for each other, including often spontaneously applauding another child's achievements or efforts. Children also develop a sound understanding of the importance of a healthy lifestyle. They confidently make healthy choices about what to eat and drink at snack and lunch times. Children clearly understand about the importance of good hand washing. They relish being outdoors, enthusiastically helping staff to set up activities in the enclosed play area next to the hall. Children are active and very competently use a wide range of often quite challenging apparatus and equipment.

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

The provider and staff are passionate about what they do and totally dedicated to offering children and families a high quality early years provision that meets their needs. To this end, they carefully monitor and evaluate all aspects of the pre-school and are highly motivated and successful in driving and sustaining improvement. For example, the provider and staff have embedded rigorous monitoring of children's learning and development, and of the effectiveness of their teaching and of the educational programme. This means that at any given time they have a precise assessment of how well each child is progressing and know whether their planning, organisation and layout of activities and resources are fully promoting all areas of children's learning. All other aspects of the provision are consistently and carefully scrutinised as part of the provider and her colleague's accurate overall self-evaluation and well-targeted action planning. Children's and parents' views about the pre-school are very much encouraged and valued. Children's ideas are central to the planning and organisation of activities. Parents complete regular surveys and their suggestions influence the provider's future planning for improvement. Currently their views have contributed to her plans to further develop children's outdoor learning to include gardening and additional challenging physical and discovery play. The provider also has clear complaints procedures and ensures any concerns are carefully investigated and well documented.

There are robust arrangements for staff's professional development. Mutual support and mentoring during sessions plus access to pertinent training ensures staff further develop their already expert knowledge and skills. In addition to attending core training such as first aid, safeguarding and behaviour management, they often access courses to help them better understand and support the individual circumstances and needs of pre-school children and families. The provider is also proactive about initiating support and guidance for her team and other providers and professionals on different early years matters, for instance relating to different aspects of safeguarding.

The provider and her colleagues are highly professional, conscientious and uncompromising in their determination to protect children from harm. They ensure they keep fully up-to-date with safeguarding training and have a thorough understanding of local safeguarding procedures. No matter what challenges they face, the provider and her colleagues focus on consistently promoting children's welfare and on working wherever possible in partnership with families. The provider carefully explains to parents and carers about her and her colleagues' role to safeguard children. She encourages parents to tell them about any incidents that might affect children's health and welfare such as existing injuries. The provider and staff thoroughly monitor children's welfare and they appropriately talk to parents about any injuries to a child or changes in their behaviour or health. In the event of any concerns about a child's welfare or safety, the provider is proactive about making a referral to the local Access team. She has well-established and highly effective professional relationships with various agencies working with vulnerable families. The provider is consistently astute and unequivocal in her assessment of each child's circumstances and how best to promote their needs. The provider's thorough record keeping and clear agreements with parents also promote children's welfare and well-being. She also consistently applies safer recruitment, induction and staff supervision arrangements to ensure everyone working with children is suitable, experienced and well qualified.

The provider and staff's highly effective partnerships with parents and carers contribute significantly to their success in understanding and meeting each child's needs. Parents feel welcomed and included in the life of the pre-school. They enjoy attending special stay and play sessions focussing on different areas of learning. Their contributions to enriching their children's learning at pre-school and at home are very much appreciated by the children, the provider and staff. Their views about their children's abilities, interests and needs really help staff to get to know each child. Thereafter, excellent information sharing with parents helps staff to precisely plan for their child's ongoing development and to fully cater for their care, health and welfare. Excellent partnerships with the school, other early years providers and various agencies also make a significant contribution to the provider and staff's exemplary provision for children's care, learning and development. For example, the close links with the school have enhanced children's outdoor learning; helped the provider and staff to consolidate teaching of early literacy and maths and supported children's smooth transitions in to full-time education.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY436665
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	940933
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Fairfield Preschool Limited
<b>Date of previous inspection</b>	23/04/2012
<b>Telephone number</b>	07960060024

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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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