

Fairview Fledglings

Fairview Community Primary School, Drewery Drive, GILLINGHAM, Kent, ME8 0NU

Inspection date	11/12/2013
Previous inspection date	25/11/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff build good relationships with the children through the structured key person approach, supporting children's self-esteem and confidence.
- Children's communication and language skills are promoted well because staff interact effectively and ask open-ended questions to promote children's understanding.
- Partnerships with parents and outside agencies are very well supported and developed enabling children's individual needs to be addressed and met.
- A committed management and team of staff provide regular monitoring of the educational programme and children's development to promote continuous improvement.

It is not yet outstanding because

- Opportunities for children to develop their enjoyment of books or develop skills in making marks are not fully encouraged in the various areas around the nursery.
- Outdoor play is not freely accessible to those children, who learn more effectively in an outdoor environment.

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.

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 spent the majority of her time observing the interaction between the staff and the children, both indoors and outdoors.
- The inspector reviewed documentation, including children's assessment records and policies.
- The inspector obtained parental views through discussion on the day of the inspection.
- The inspector carried out short observations during the inspection with the proprietor and the deputy.

Inspector

Jane Wakelen

Full report

Information about the setting

Fairview Fledgelings and Bustle out of school group opened in 2008 and operates from two rooms in a purpose-built building, within the grounds of a local primary school. This group is privately owned. It is situated in Wigmore, Gillingham, Kent. The nursery is open each weekday from 7.30am to 6.30pm for 50 weeks of the year. Children may attend for varying session times throughout the day. The out of school group is open before school from 7.30am until the start of the school day and from the end of the school day to 6.30pm, term time only. All children share access to a secure enclosed outdoor play area. The premises are suitable for wheelchair uses.

This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 87 children on roll. Children come from a wide catchment area.

The nursery and out of school employs 14 staff. All hold appropriate early years qualifications, including the proprietor who also holds Early Years Professional Status (EYPS).

What the setting needs to do to improve further

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

- improve opportunities to promote children's literacy skills through an improved book area and by using books and mark-making resources in all areas around the room

- extend opportunities for children to make more regular use of the garden, to address children's different learning styles.

Inspection judgements

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

The staff provide a warm, welcoming environment for the children attending enabling them to settle well. Children are greeted warmly on arrival and happily enter the room to start to play. Staff act as key people and provide activities and opportunities to support children's individual needs. They make regular observations of children's learning and record these in each child's files, linking them to the area and aspect of learning. From these observations staff plan next steps in children's learning and use these to inform future plans. Staff have a good knowledge of each individual child and use their experience and knowledge to support children's progress. In addition, parents are encouraged to contribute on an informal basis or to provide photographs to support the

evidence recorded. Consequently, children make good progress in their learning and development.

Staff plan adult-led activities daily, alongside providing a range of activities and resources on shelving and tables around the room to help children make choices. Children enjoy opportunities to play in the water with the toy animals including the penguins. This play absorbs children's attention with extra support from the good interaction by a member of staff. They use natural materials such as the leaves, filling and emptying containers whilst enjoying the sensory play. Younger children enjoy the 'rice' play, filling and emptying or transporting the rice around the room. Investigation of plastic insects with magnifying glasses and pictures encourages children to become animated and promotes good discussion with the adult. This activity is extended into the garden when children hunt for real bugs and insects with their magnifying glasses, promoting good extension in learning.

Staff promote children's communication and language skills exceptionally well. Staff talk to the children all the time during activities asking open-ended questions, that promote children's responses. Staff adapt their language to the children at the activity and extend where appropriate to meet children's varying needs. For example, staff label lots of objects or pictures in books for the younger children to extend their vocabulary. They repeat words back to the children and put them into short sentences helping to develop children's communication skills. Consequently, children chat to each other in both rooms and the adults, reflecting the good relationships that are well developed. Children's communication skills and listening skills are further extended during circle time; children show confidence talking in a large group or listening to each other talk about their toy they have brought in to show. Children who need extra support with their speech receive additional support from outside agencies and effective interaction from staff who understand children's needs.

Children's large physical skills are promoted through play in the garden, using the variety of resources such as sit and ride toys and climbing on the fort and sliding down the slide. This provides good challenge for children as they learn how to climb and slide safely through guidance from the staff. However, the garden is not offered on a free-flow basis, which prevents some children learning in an environment that suits them more effectively. Good opportunities are offered to promote children's fine physical skills through art and craft activities using the glue spreader and picking up small pieces of shiny paper. Children are beginning to use tools well, such as scissors during independent play. Younger children show developing fine physical skills when feeding themselves or turning the pages of the books.

Staff provide role play opportunities for the children to enable children to act out familiar roles from home. Children show good imagination as they 'cook' dinner on the hob or care for the baby dolls. Other children use their imagination when using the story sacks after listening to favourite stories they are familiar with. This is then extended to the small world play, acting out familiar roles from home. Children show great enjoyment singing songs in group time, acting out familiar rhymes and remember the words from memory demonstrating good recall.

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

The majority of children are confident individuals who settle well and demonstrate a feeling of security as they approach staff for support or reassurance. Staff know the children well and plan suitable activities to engage their interest or extend their learning. All children are encouraged to be independent, from the youngest children learning to feed themselves to the older children taking themselves to the toilet and washing their hands. The majority of children behave well and learn to take turns and share the toys. On occasions when disputes happen, staff deal firmly, but calmly with the children and offer simple explanations why this behaviour is not acceptable. Consistent strategies are implemented in support with outside agencies to provide guidance for some children.

Children have good opportunities to learn about living a healthy lifestyle. Staff provide a range of healthy snacks and offer these to the children through the snack bar. The majority of older children demonstrate a good understanding why they must wash their hands before eating to 'wipe away the germs'. Snack time is a good opportunity for discussion with the member of staff who sits and guides the children, offering support where necessary. Children find their own water container or pour themselves a cup of milk, developing their independence and good hand and eye coordination. Staff implement thorough hygiene procedures for food preparation and nappy changing, supporting children's well-being. In addition a balanced diet is offered for meal times from an outside catering company, taking into account children's various dietary needs and requirements. Children's good health is further developed through daily outdoor play to benefit from the fresh air.

Staff promote children's safety well within the nursery. Children are encouraged to keep themselves safe through support and guidance from the staff. For example, children climb the high wooden fort in the garden but are offered reminders from the staff about using two hands to hold on with and sitting down on the slide. Children learn not to run indoors because they might fall and hurt themselves, or to not walk on the wet floor in case they slip. The staff carry out regular risk assessments through a daily checklist to provide a safe place for children to play both indoors and outdoors.

Resources are in good condition and stored on shelving at children's level, enabling them to access the toys. The staff rotate the toys regularly to provide a stimulating environment, ensuring there are resources to cover the seven areas of learning. Staff monitor children's engagement and make changes where necessary to address any imbalance. A good-sized book area is available but is not particularly inviting and as a result is not as well used as other areas within the nursery. Staff do not always use books to link other areas around the nursery or encourage mark-making in different areas to fully promote children's literacy skills.

Children are well prepared for the next move in their development, for example 'big' school. Staff demonstrate a good understanding of the skills children need and promote children's listening skills together with their communication. Staff plan specific activities to help prepare children for the move to school through dressing up in school uniform to listening to stories about starting school. Children develop socially through play

opportunities and learn about managing their own needs such as lunch times and toileting. Consequently, children are well prepared to be 'school' ready when they leave nursery.

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

The committed staff and the enthusiastic management team work well together to promote opportunities for children. They meet regularly to discuss any concerns, changes to be made or to develop the planning. The management team implement effective procedures to support staff including the provision to attend training to further develop their learning and professional development. Regular appraisals and supervision ensure that staff's performance is monitored and any weaknesses addressed to improve opportunities for the children.

The monitoring is further developed through the self-evaluation process. Although a written record is not yet in place, the management team have already devised action plans, taking into account views from staffs and parents. They have a good understanding of the strengths of the nursery and the areas to further develop. For example, plans are in place to offer children pictures of all the resources to provide an extensive choice for the children to choose from. Consequently, provision for continuous development is implemented and well planned.

Safeguarding is given high priority by the management team who promote safeguarding training on a regular basis and cascade to all the staff team. A named designated person is in place to take responsibility and a well-written policy is implemented by all staff. All relevant documentation is in place and staff are able to explain the systems they will follow should they have concerns regarding any children in their care. This process is supported by rigorous recruitment procedures for new staff including a thorough induction procedure. Consequently, children are safe and well protected within the nursery environment.

Partnership with parents is a strength of the nursery. Parents are very happy with the care their children are receiving and feel well informed about their child's development. Regular newsletters and notices are always available for parents along with daily verbal feedback from the child's key person. Parents are invited to share information about their child's development and are given regular summaries regarding children's learning across the seven areas. This includes the progress check for children at the age of two, to enable parents to share this with the health professionals. In addition, partnerships with outside professionals are well developed, providing good opportunities for children's individual needs to be identified, supported and developed through individual educational plans.

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	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

Unique reference number	EY364634
Local authority	Medway Towns
Inspection number	944292
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	87
Name of provider	Lisa Carter
Date of previous inspection	25/11/2008
Telephone number	01634 388103

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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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