

Fairisle School Rainbow Room & Munchies Club

Fairisle Road, Southampton, Hampshire, SO16 8BY

Inspection date

Previous inspection date

09/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

1

The quality and standards of the early years provision

This provision is good

- Children have strong partnerships with staff and this helps them feel secure.
- Staff know the children very well, through initial assessment and continuing observation, and they use this information effectively to identify children's progress and next steps in learning and development .
- Parents have good relationships with staff, which offers continuity between the home and nursery.
- The leadership and management team is strong and, as a result, staff are well motivated and children's needs are met well.

It is not yet outstanding because

- Resources in the outside area are not as inspiring as the ones available inside, and this means that children use this area less frequently.

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 observed and spoke to children during their activities both inside and outside.
- A joint observation with the manager was completed.
- The inspector interviewed the manager.
- The inspector sampled records and documentation which included learning journeys and development records.
- The inspector spoke to, and took account of, parents' views.

Inspector

Susie James

Full report

Information about the setting

Fairisle School Rainbow Room & Munchies Club were registered in 2007. The setting is registered on the Early Years Register and on the compulsory part of the Childcare Register. The pre-nursery meets in the community building and the Munchies Club meets in a dedicated classroom within the infant school, which is situated in the Lordshill area of Southampton. The setting is open each weekday during term time and children attend for a variety of sessions. All children have access to a secure enclosed outdoor play area. There are currently 52 children on roll in the pre-nursery. The setting supports children with disabilities and/or special educational needs and supports children who speak English as an additional language. The setting employs thirteen staff, all of whom hold suitable qualifications.

What the setting needs to do to improve further

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

- develop the outside learning environment through offering a wider selection of open ended resources for children to choose.

Inspection judgements

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

Staff have a strong knowledge and understanding of how to promote good quality teaching and learning. They know the children exceptionally well, through initial assessment and continuing observation, and they use this information effectively to identify children's progress and next steps in learning and development. Therefore, all children, including those with special educational needs and/or disabilities, and those children who speak English as an additional language, make good progress in relation to their starting points. Children explore resources independently and they are eager to join in with activities offered. Staff are always there to guide and extend learning as needed. For example, staff support physical skills through throwing and catching a ball and encouraging children to aim at a target. Staff focus well too on helping children to develop their communication and language, as they read books to children and ask them thought-provoking questions that encourage children to respond and to become confident communicators. Staff are also skilled in using non-verbal communication, such as positive facial expressions and eye-contact, to ensure that all children, including those with language difficulties or delay, are fully included.

The pre-nursery is well laid out with defined areas linked to the Early Years Foundation Stage areas of learning and development, with a good range of interesting toys and resources to stimulate children's interest and curiosity. Regular staff meetings offer

opportunities to monitor children's progress and to plan effectively for all children. Staff observe children regularly, they encourage conversations and they listen carefully to children during activities, in order to know the children well.

Although resources in the outside area are not as inspiring as the ones available inside, which means that children use this area less frequently, staff use the outside area well to engage children in play and communication and language opportunities. The quality of teaching is consistently good and children make progress because staff are alert to opportunities to introduce children, in a playful way, to new vocabulary and ideas. For example, by bouncing a small ball in the puddle and then bouncing it on the dry paved area to make a mark, saying to the children, 'Look, it has made a circle.' The outdoor play area, however, is not as stimulating as the environment indoors.

Children develop their creative and social skills well as they work together to create a cardboard 'monster', and most children enthusiastically join in with the singing and dancing activities that staff lead. Staff are sensitive to individual children's needs and they gently support and include those children who are less confident to join in with the whole group.

Staff offer alternative and appropriate activities for two-year-old children and they use good quality, ongoing, observational assessment and information from parents to complete progress checks for children between the ages of two and three years.

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

All staff are extremely nurturing and sensitive to the needs of children. There are strong attachments between children and staff and this is promoted by a fully embedded and effective key person system. This means that children are happy and comfortable and demonstrate that they feel safe and secure in their surroundings. Children's views are listened to and valued by staff and this helps to develop self-esteem and confidence, qualities that will stand them in good stead in their future learning and development. Staff make home visits to support the transition from home to pre-nursery, and each child has an 'All about me' book, which parents complete. This helps children to settle quickly, as staff know, and can talk to children, about their families.

Children have good opportunities to develop an understanding of healthy lifestyles because they have access to the outside area for regular exercise, and they eat nutritionally balanced snacks. Staff are good role models as they sit and talk with the children during the snack time, supporting children to develop social and self-help skills by encouraging them to pour their own drinks and to choose what they would like to eat. Children understand that they need to wash hands after toileting and before snack, because staff explain that this needs to be done to keep healthy. Staff support children to be independent through visual prompts in the toilet area and by asking the children if they have washed their hands.

Children's behaviour is very good, which shows that they feel safe in the nursery and that

they are fully engaged in their play. Staff lead by example and they use positive communication to encourage good behaviour. Children are aware of routines and respond to prompts, such as music to identify 'tidy up time'; they eagerly join in with this routine and work together cooperatively to put toys away.

Children are supported in developing their skills as staff engage well with the children during child-initiated play, such as throwing and catching a ball. Children who have additional needs are assessed fully and staff provide appropriate learning opportunities so that all children make good progress.

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

The leadership and management team is strong and, as a result, the staff are highly motivated and meet children's needs well. Staff are enthusiastic and dedicated to providing good quality provision for children: they strive continuously to achieve and sustain high levels of achievement for all children.

There are well-organised management systems in place with very effective, reflective practice. Self-assessment is fully embedded, with input from all staff. The information that the management team gathers is used well to identify priorities and to inform planning. The governing body actively monitors provision through reviewing targets, priorities and plans for improvement, to ensure that the statutory requirements of the Early Years Foundation Stage are fully met and that children are making good progress.

Staff have regular supervision which is focused on continuous professional development. This emphasis on training and development, and the strong drive for improvement, ensures that staff are constantly improving their practice. Risk assessments are in place, and staff have a thorough understanding of safeguarding issues and procedures, so that children are safe and protected from harm. There are rigorous processes in place for recruitment and induction, which means that suitable people are recruited.

Effective partnerships with external agencies, such as speech and language therapists, help to ensure that children with additional needs receive all the support they need. Partnerships with parents are well established. The views of parents, gathered from questionnaires, open discussions and parents meetings, are used to influence development and to help drive continuous improvement in provision that meets children's needs well, so that all children make good progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY360202
Local authority	Southampton
Inspection number	815432
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	52
Name of provider	Fairisle Infant & Nursery School Governing Body
Date of previous inspection	not applicable
Telephone number	02380 731 199

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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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