

# Fairfield Education & Childcare

Fairfield Road Cp School, Grove Street, Droylsden, Manchester, M43 6AF

<b>Inspection date</b>	06/11/2014
Previous inspection date	05/07/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children's move to school is well supported, because of the good links they have with the school situated on the same site.
- Children are happy and settled. Staff provide a variety of age-appropriate resources which children use independently to develop their interests.
- Staff value partnerships with parents. Communication methods are well established and children benefit from a shared approach.
- Staff have a good knowledge of safeguarding and know what to do if they have a concern about a child.

### It is not yet good because

- The layout of the setting means there are not enough members of staff with an up-to-date first aid qualification, to be able to quickly respond to a medical emergency.
- The setting's action plan is not prioritised effectively enough to ensure that events and improvements always happen on time.
- Tracking & monitoring of the progress of children is not effective enough to enable staff to easily identify gaps in children's learning and ensure they make the best progress.

## 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 children during activities indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and a range of other documentation including the setting's self-evaluation documents.
- The inspector spoke with the staff and children at appropriate times throughout the inspection.
- The inspector checked evidence of the qualifications and the suitability of all staff working in the setting.

## Inspector

Nicola Kirk

## Full report

### Information about the setting

Fairfield Education & Childcare was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in premises in the Droylsden area of Manchester and is managed by a private partnership. The setting runs a breakfast and after school club, as well a pre-school and wrap-around care provision for children attending Fairfield County Primary School and children from the local area. The breakfast and after school club operates from within the community centre, which is within the grounds of the school. Children have access to two main playrooms and associated facilities. There is also an outdoor play area. The club operates from Monday to Friday, 7.30am to 5.30pm. The pre-school and wrap-around care operates from within the children's centre and the community room, which is also within the school grounds. Children have access to two main playrooms, associated facilities and an outdoor play area. It operates from 9am to 12.20pm, Monday to Friday, term time only. The setting employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 4, three at level 3 and one at level 2. Children attend for a variety of sessions. There are currently 30 children attending the out of school club, 12 of whom are in the early years age group. There are 26 children on roll in the pre-school and wrap around who are all in the early years age group. The setting 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that there are enough members of staff who hold a current paediatric first-aid certificate to be able to quickly respond to emergencies, given the layout of the setting.

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

- improve the system to track and monitor the progress of all children to ensure there are no gaps in children's learning and that all make good progress
- improve the setting's action plan, to ensure it is up-to-date and events are prioritised effectively, to enable them to be carried out when required.

## Inspection judgements

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

Staff have an adequate understanding of the Early Years Foundation Stage. They complete observations of children's learning, which they record in their individual learning records. They use this information to plan for individual children's next steps in learning on a regular basis. Staff join in children's play and offer support and encouragement. Staff encourage children's communication and language while they are playing. They support them to use everyday objects to extend their play further. The children enjoy sitting in cardboard boxes, which they pretend are cars. Staff sit beside them and join in with their play, encouraging them to talk and extend their imaginative play. Children are motivated and engaged, for long periods of time, supporting their language development well. Staff also encourage children to talk about what they are making as the children explore, and enjoy the sensory experience of playing with mud in the outdoor mud kitchen.

Mathematical development is supported at group times. Children are encouraged to count how many objects there are in the books they read. Staff extend more able children by encouraging them to add one more and begin to understand addition. Children's physical development is supported by having access to a range of wheeled toys outside, which develop children's motor skills, as well as being able to use the larger climbing equipment in the school playground. Children enjoy listening to stories and joining in with songs at group times. Labelling and photographs in the environment, and activities, encourage children to make marks in different ways, supporting their early literacy skills. For example, children learn to recognise words, such as, their name, through self-registration routines. Overall, children are suitably gaining the skills to support their future learning.

Staff gather information from parents about their child when they start. This means staff can plan learning activities for individual children. Assessments include the progress check for children between the ages of two and three years. Each child has their own development file containing written evidence of their progress supported by photographs. These are shared with parents to help them understand how well their child is progressing in their development. However, staff do not have an effective system to monitor the assessment progress in place. They are not able to always ensure that children are making good progress and that there are no gaps in their learning.

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

Children are happy and develop sound relationships with all members of the staff team. Parents provide information about their children's needs before they begin attending, in an All about me document. Children are offered flexible settling-in sessions, which helps them to develop relationships with the staff and to feel secure. Staff offer lots of praise to children. This helps children to develop their confidence. Staff are positive role models to children. They speak politely to children and are calm when dealing with inappropriate behaviour. For example, they help children to share toys and take turns. As a result, children develop appropriate social skills in preparation for school. Staff support children

during meal and snack times, encouraging them to engage in conversation as they eat and teaching them to sit appropriately at the table. This helps all children feel part of a group and enjoy meals together. Children have independent access to drinks throughout the day if they become thirsty.

Staff help children to gain an awareness of healthy eating by providing them with healthy snacks and drinks. Parents provide children with a packed lunch and staff work with them to encourage them to provide a balanced healthy meal for their child. Staff encourage the children to be independent. At mealtimes staff provide small jugs so all children are able to pour their own drink independently. They support children to learn how to put on their own coats. The door to outside is open throughout the session in the two-year-old room, which means that they are able to access outside freely and make choices about where they would like to play. This means they have lots of opportunity to play outside and develop their physical skills. Staff support children's move to the school well. Staff who work in the school, come over regularly to work in the setting. Children visit the school for settling-in sessions. Staff also use similar routines and songs that the school use, which supports their move to school. Staff complete relevant first-aid training. However, several members of staff have first-aid certificates that have expired recently. This means although they do have first-aid knowledge to deal with emergencies, their knowledge is not up to date. One member of staff has an up-to-date certificate on the day of inspection. The layout of the premises means they do not have enough current paediatric first aiders to be able to respond to an emergency quickly.

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

Staff have an adequate knowledge of safeguarding regulations and duties. Staff have a sound knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities. They know how to report and record concerns, if they should have any and have attended relevant training to support this. Vetting and recruitment procedures ensure that all adults working with children are suitable to do so. Children are not as well protected in the event of an accident, because there are not sufficient members of staff who hold a current paediatric first aid certificate. Management is aware of this but has not managed to secure places on a first-aid course in time to stop this from happening. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare. Staff ensure that records and required policies are kept up to date.

Staff demonstrate an appropriate knowledge of the Early Years Foundation Stage. They understand their responsibility to promote the learning and development of all children. The manager monitors staff performance, both informally through working alongside staff and more formally through regular appraisals. Staff have made progress since the last inspection. They have worked to form good links with the school and other professionals and ensure good communication to offer consistency in care for the children who attend both settings. They ensure that soap is accessible to children to enable them to wash their hands independently. They have developed their planning and assessment to ensure they include the learning intention when planning, based on children's next steps in learning.

They have developed some tools for self-assessment and have written a self-evaluation, which is linked to an action plan for improvement. However, there is scope to develop this further by ensuring it is prioritised better, to ensure there are no gaps in requirements such as, the timely attendance at first-aid training. Staff regularly track the progress of the children who attend through observations and planning the next steps in their learning. However, this is not linked to a system to monitor and track the children or compare groups of children's progress, so they are not always supported to make the best possible progress and ensure there are no gaps in their learning.

The partnerships with parents are based on good communication. Parents receive a wide range of policies and procedures when their children begin attending. There is a daily communication book, as well as regular meetings with parents to look at their children's files. As a result, children benefit from a shared approach. Staff work with external agencies to support children's continuity of learning and to support children with special educational needs and/or disabilities. Parents spoken to comment 'I am really happy' and my child 'Loves coming here'.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY367513
<b>Local authority</b>	Tameside
<b>Inspection number</b>	878541
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Fairfield Education & Childcare Partnership
<b>Date of previous inspection</b>	05/07/2010
<b>Telephone number</b>	07814 238711

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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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