

Fairlands Day Nursery

Church Road, Shedfield, Southampton, Hampshire, SO32 2HY

Inspection date	11/11/2014
Previous inspection date	12/03/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- A well-developed outdoor area provides lots of space with varied learning opportunities in all weathers to support children's development and well-being.
- The nursery staff offer a welcoming environment to children with their art work and family photos displayed for them to easily see which supports their emotional well-being.
- The nursery staff strive to forge positive relationships with parents and provide them with a range of information so they are partners in their children's early education, which staff meet children's needs.

It is not yet good because

- Not all staff implement what children need to learn next consistently during adult-led activities across all areas of the nursery.
- The system for performance management of staff does not focus sufficiently on the quality of teaching, which means teaching in some age groups is not consistently good.
- The policy for reporting any inappropriate staff practice, if needed, is not consistently clear and well understood by management.

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's play activities, and the staff's interactions with children.
- The inspector had discussions with both the managers, which included aspects of safeguarding, and leadership and management.
The inspector sampled relevant documentation including safeguarding
- documentation, performance management paperwork and children's learning records.
- The inspector had discussions with parents to gain their views of the setting.
- The inspector conducted a joint observation with one of the managers.

Inspector

Lorraine Wardlaw

Full report

Information about the setting

Fairlands Nursery School registered in 2008 and is privately owned and operated. The nursery operates from detached premises in Shedfield, near Southampton. Younger children have use of classrooms in the main building and the older children are located in rooms in an nearby building. Rooms have access to outside play areas, and children have use of a playing field. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently there are 59 children in the early years age range on roll. The nursery is in receipt of funding for early education for two, three and four-year-olds. It is open throughout the year from 8am until 6pm, from Monday to Friday during term time. Children may attend for a whole day or for part of one. Children in the later years age range may join with younger children to attend a play-scheme that operates during some holiday periods. The owners and 12 members of staff work with the children, all of whom hold relevant early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure children's next learning aims are implemented by all staff through consistently good or outstanding teaching methods, particularly during the delivery of adult-led activities
- performance manage staff more effectively to ensure the quality of teaching across the team, is consistently good
- ensure that the policy and procedures to safeguard children are in line with guidance and procedures of the relevant Local Safeguarding Children Board and that the lead member of staff for safeguarding has a secure understanding of how to implement these procedures.

Inspection judgements

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

Children enjoy their nursery experience. They are willing to join in activities and motivated to play independently. This is particularly evident during their chosen play activities when they make independent choices from the wide range of activities on offer. The experiences staff provide cover the seven learning areas and the staff understand how to promote children's learning and development through these.

The staff team support children positively in their play, such as by praising them which boosts self-esteem. Some staff interact purposefully with children basing their support on their knowledge of what children need to learn next. This teaching successfully builds on children's current knowledge and skills, so progress is made. For example, in the baby room staff promoted children's social and communication skills well during a fun session exploring musical instruments. They imitated and extended babies' attempts to talk. They described what babies were doing to help them understand and link the meaning of their actions to words. Plenty of praise and encouragement was provided and good eye contact made to tune into babies' needs.

Across the nursery the quality of teaching and learning varies and is not consistently good. This is because the planning and delivery of adult-led group activities does not consistently meet the individual needs of each child well. For example, during a biscuit-decorating activity for older children there were not any clear learning aims, which resulted in a lack of challenge for these children. Staff missed opportunities for extending the activity and encouraging children to think. For example, staff did not use varied questions, such as to encourage children to recall the biscuit making and icing process or take the chance for children to practise write their names. Children use the computer but at times the adult over directs its use, such as when children are encouraged to draw a Christmas picture for their card. This restricts children's creativity, and indicates further the lack of consistently good teaching.

Staff provide specific activities to support children's speech and language development. Children happily involved themselves in a well-chosen story during the speech and language group, using their tongues in a variety of ways to produce different sounds. However, the staff member read the story very quickly and opportunities for conversation were lost. For example, when children wanted to talk and share their experiences, this chance was not taken up by the adult.

Staff promote learning through practical play and exploration. For example, toddlers, while outdoors were encouraged to think when they played with water and balls and the drain pipes. They enjoyed playing and exploring with balls, trikes and digging in the garden, looking for mini-beasts.

The system for observation, assessment is sound although not all records reflect knowledge of each child. The process to ensure staff are planning and implementing what children need to learn next is variable across the team. This is because of weaknesses in the monitoring of the teaching programme. Overall, however, all groups of children are developing suitable skills, which will prepare them for their future life and learning.

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

Children happily relate to the staff. They are settled in their safe and welcoming early years environment. They move freely around making choices in their play mostly indoors, with outdoor play in the wet weather on offer as part of the morning and afternoon. Management provide each child with a member of staff who takes special care of them

and help them settle at the nursery. This means that children's individual care needs are suitably focused on by their special adults. This helps children to form secure attachments.

Relationships in the baby room are particularly strong because of the staff skills in interacting and engaging with the children, which effectively supports their social and emotional development. Staff know their children's sleeping and feeding habits because they have liaised with parents and follow the routines closely. Children across the nursery behave well. Pre-school children know the routines and involve themselves in them. For example, children helped to tidy up willingly when staff explained to them that it was time to do this in readiness for snack.

Staff place appropriate emphasis on children's health and well-being, because they explain they need to hand wash before they are involved in a the icing biscuit activity. Children enjoy varied, nutritious snacks throughout the week. Children take part in regular outdoor play in all weathers gaining a positive attitude to being outside and being active. They have fun in the space outdoors running in the rain, splashing in puddles and practising their movement skills, such as when they were using wheeled toys. Staff teach children how to act in safe ways and to use resources appropriately. For example, staff explain clearly to the youngest children, 'that one is not for climbing' when they stand on a drum while exploring musical instruments. Children learn from the onset of their nursery placement how to evacuate the building in an emergency.

Overall, the welcoming and stimulating environment effectively supports children's all round development, however, staff do not always make effective use of resources during their interactions with children, particularly in adult-led activities. Plentiful resources and furniture, particularly in the toddler room, entice children to play and learn. For example, bricks, a trowel and sand material encourages children to build and design, just like on a real building site.

When children move onto a new room their special staff member takes them to visit with in the first instance to help them to settle. This gradual process is tailored to the needs of the child. The nursery offers the same approach to children when they are due to start school if required or requested. This promotes children's emotional security.

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

The management team understands the Early Years Foundation Stage but breaches have occurred, which management have immediately sought to put right when brought to their attention. These breaches have not had a significant impact on the safety and well-being of children. All staff are trained in child protection and show a secure knowledge and understanding of their role and responsibilities. The designated person for safeguarding follows safeguarding procedures when concerns are raised by parents and outside agencies, and notifies Ofsted within the required timescales. However, the part of the relating to staff whistle blowing if staff behave inappropriately is not consistently clear and well understood by the managers. This was instantly put right when brought to their

attention. The managers implement a robust recruitment and vetting procedure when new staff are employed. This process checks their suitability to work with children. There is an induction to ensure they are aware of nursery's policies and procedures. Documentation is up to date and available for inspection.

The management team has a sound overview of the educational activities delivered. They have identified some weaknesses in practice and staff performance, and have begun to implement checking systems to raise the quality across the staff team. For example, management has recently started going into the rooms to undertake observations of practice, focusing on the quality of teaching, although this is too recent an innovation to help ensure teaching is consistent across the nursery. A staff supervision and appraisal system means managers and staff jointly celebrate success and agree areas for staff improvement and development. Since the last inspection, many more staff have increased their level of qualification. This has led to positive changes, particularly in the environment. For example, they have developed a better outdoor area, which has widened children's experiences.

All staff, management and parents are involved in self-evaluation although it is not thorough and wholly accurate. This is because the management team is not completely up to date with Ofsted criteria and benchmarking in relation to evaluating their setting. Overall, staff have established a positive partnership with parents and carers who feedback generally good comments about the nursery. The parents receive appropriate information about the nursery through the parents' notice boards, information leaflets and newsletters, so they know what their children do when in the nursery. Staff make use of the daily communication boards and home link books to keep parents informed about their children's daily care such as sleep times, food eaten and nappy changes.

Information sharing with external agencies and other early years providers takes place, although the messages about intervention are not always consistently clear. There are good links with the school, and staff prepare children suitably for the move to the next stage in their early education.

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

Unique reference number	EY380797
Local authority	Hampshire
Inspection number	829695
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	80
Number of children on roll	59
Name of provider	Fairlands Nursery School Limited
Date of previous inspection	12/03/2009
Telephone number	01329 834 848

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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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