

Fairhaven Pre-School

South Walsham Village Hall, School Road, South Walsham, NORWICH, Norfolk, NR13 6DZ

Inspection date	26/11/2014
Previous inspection date	10/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 provide a welcoming learning environment where children settle-in well and make warm relationships with one another. This results in children feeling happy, safe and secure.
- Children's behaviour is good because staff use effective strategies, such as praise, to help children to recognise their achievements. Consequently, they are further motivated in their play and learning.
- Partnerships with parents and carers are good. Staff actively involve parents from the earliest opportunity and value their input. This enables staff to provide care that mirrors that which children receive at home, providing security and stability for them.
- The committee, manager and staff work well as a team, continuously finding ways to improve the quality of the provision. As a result, staff are enthusiastic and motivated, improving the children's experiences in the setting and ultimately their progress.
- Safeguarding procedures are effective and staff are clear about their roles and responsibilities. As a result, children are protected and kept safe from harm.

It is not yet outstanding because

- There is room to extend partnerships with other settings to share information about children's learning more extensively, to ensure that they make best possible progress.
- At times, daily routines do not always effectively support children to conclude activities to their own satisfaction.

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 within the main hall and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the provider, the manager and spoke with staff members and children during the inspection.
- The inspector looked at children's assessment records and planning documents.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Andrea Price

Full report

Information about the setting

Fairhaven Pre-School was registered in 1992 and is on the Early Years Register. It is situated in the village hall in the village of South Walsham in Norfolk and is managed by a voluntary committee. The pre-school serves the local area and is accessible to all children. It operates from a large playroom and there is an enclosed area available for outdoor play. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 to 5. The manager also holds a qualification at level 5 in First Line Management. The pre-school opens Tuesday to Friday during term time only. Sessions are from 9.15am until 12.15pm. In addition, the pre-school offers an afternoon session on a Wednesday and Friday until 3.15pm. The pre-school offers an optional lunch club until 1.15pm on a Tuesday and Thursday. Children attend for a variety of sessions. There are currently 20 children attending who are all in the early years age group. The pre-school supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend the arrangements for sharing information about children's learning with other settings, to ensure that they receive a consistent approach to their learning
- review the arrangements of daily routines, such as snack time, so that children who are highly engaged in play are able to complete their chosen tasks to their own satisfaction.

Inspection judgements

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

Staff have a good knowledge and understanding of how to meet the learning and development requirements of the Early Years Foundation Stage, and use this effectively to support children to make good progress. Teaching is good and children enjoy their time, learning through play in the well-resourced learning environment. Staff use information gained from observations to identify individual children's learning priorities and their next steps in learning. Staff regularly assess and report on children's learning and development and share this information with parents. Each child has their own 'learning journal', which gives parents a good overview of the progress their child is making. Staff give suggestions to parents about how they can continue with their child's learning at home and give encouragement about how they can achieve this. Staff plan weekly activities, and there is a good balance between self-chosen activities and activities led by adults. Therefore, children have generally good opportunities to develop their own ideas and interests through the resources and activities available. Staff are knowledgeable about individual

children, such as their likes and emerging interests. Staff use this information to develop and support children's learning effectively. For example, they build towers together, counting the number of bricks they have used. They identify which shape would be best to use as a roof, which develops children's mathematical understanding. Children receive lots of praise from staff for their efforts. This means that children are developing good self-esteem and confidence.

Staff effectively teach children and use every opportunity throughout the day to support this. For example, at snack time staff discuss how healthy foods and regular exercise can help bodies to grow well. Children eagerly join in, giving examples of the types of exercise they undertake at pre-school and within their home environment. Staff skilfully extend this further, making links about keeping healthy, to activities carried out recently, such as making fir-cone bird feeders. As a result, children learn about the natural world. The experienced staff are effective role models. They continually model good practice and provide good quality learning experiences for the children. This results in children making good progress in their learning and development, including children with special educational needs and/or disabilities. Children make very good progress in their communication and language skills, enabling them to become confident communicators. For example, young children enjoy sharing picture books and stories with staff. Staff provide a wide range of sensory activities for children to practise their early writing skills, such as making marks in paint and shaving foam. Activities such as these develop children's physical skills and their early understanding that the marks they make have meaning. Children are able to see labels, letters, numbers and print in all learning environments, which further enhances their early literacy skills. As a result, children develop good literacy skills, in readiness for the next stage in their learning, such as school.

Staff work well with parents from the outset. They collect detailed information about their child's individual needs and personality, skills and development on entry to the setting. Parents regularly update this information through regular discussions. This enables the key persons to meet the needs of the children from the outset and supports them in making a more accurate assessment of children's starting points. Staff regularly share summaries of each child's learning and development with parents, such as the progress check for children aged between two and three years.

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

Children are happy, confident and demonstrate through their play that they feel safe and secure. Staff work closely with parents. For example, staff gather relevant information, such as children's routines, interests, health, food preferences and dietary needs before children start at the pre-school. As a result, staff can mirror home routines so that children settle easily. This means there is an effective continuity of care between parents and the pre-school. The key-person system is effective and the small staff team means that all staff and children get to know each other very well. Consequently, all staff are familiar with children's individual needs, which are met at all times. Staff place a strong emphasis on learning through play and having fun, engaging with children very well in their learning. Staff listen to what children say and encourage them to talk about what they are

doing. They ask open-ended questions and give children time to think and reply. For instance, staff ask what, how and why questions to prompt children's thinking and problem solving skills. This has a positive impact on children's language skills, motivation and self-confidence. Toys and equipment are in good order and are freely accessible to all children, enabling them to make choices about what they would like to play with. Children build strong relationships with their friends. They work together well, as they play together and learn social skills, which they can use in later life, such as in school.

Children develop a strong sense of belonging because there is an effective key-person system in place. This enables them to confidently explore the environment, enjoy their time in the pre-school and make good progress in all areas of their learning and development. Staff effectively support older children during their move into the school. For example, staff arrange for teachers from the local village schools to visit them in the setting. Furthermore, the pre-school children meet their teachers during activities provided by staff, such as attending school assemblies and sports day. Staff share relevant information about individual children with their teachers before they begin, for example, their progress, individual personalities and emerging needs. Children develop their independence in self-help skills extremely well. For example, children help to serve their own food and to pour their drinks at mealtimes. Staff provide children with a good range of healthy and appealing snacks and drinks. Children are encouraged to try a variety of tastes and textures, while staff remain acutely mindful of any dietary needs.

Snack times are a sociable and relaxed experience, as a member of staff supports the children, encouraging their conversation and supporting good manners. Children develop their skills further because staff know the children's capabilities. Reminders and consistent routines promote children's understanding of good hygiene habits. Children manage their own personal needs well, according to their age and stage of development, with older children independently using the toilets and washing their hands. The child's key person undertakes all nappy changes, discreetly. However, at times, daily routines do not always support opportunities for children to conclude activities to their own satisfaction. For example, a tambourine is shaken to indicate to all children to stop activities to wash their hands and prepare for snack. This prevents children who are highly engaged in play from completing their chosen tasks. Children have daily opportunities for fresh air, daylight and exercise outside, promoting their health and physical development. The outdoor environment is used effectively, providing children with plenty of choices and resources to enrich their learning. For example, children play outside and engage in activities to promote physical development, such as using balance beams and climbing structures. As a result, children are building an understanding of risk. Furthermore, they regularly take part in emergency evacuations of the building, ensuing they know how to react in an emergency.

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

Leadership and management of the setting is good, because the committee and manager work effectively together to support the staff and their continued professional development. The provider and manager have a good understanding of their

responsibilities to meet the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. A wide range of policies and procedures, risk assessments and safety measures are all in place, implemented by staff and monitored by management. The committee reviews these annually or when it is identified that amendments or additions need to be made. A clear procedure is in place, which prohibits the use of mobile phones and cameras by staff, parents or visitors. Staff have a clear knowledge of safeguarding issues. They take their responsibilities seriously and are prepared to act in the best interests of children at all times. All staff attend child protection training and engage in reviews during team meetings. The manager has devised a safeguarding quiz, which staff complete, ensuring that policies and procedures are embedded. The manager is familiar with procedures should an allegation be made against a member of staff and the implications this may have for their practice. Any complaints or concerns raised are fully investigated, and action taken to address these in line with the pre-school's complaints policy and the requirements of the Early Years Foundation Stage. Staff carry out daily risk assessments, inside and within the outdoor environment. This ensures that the environment is free from hazards and that resources and equipment are safe for the age range of children using these. Risk assessments are also in place for the regular local outings, assuring children's safety and well-being when away from the premises.

Safe recruitment procedures are in place to ensure that new staff are suitably qualified and vetted. Staff complete a thorough induction process. As a result, staff fully understand their roles and responsibilities from the start. Clear routines are in place to check the identification of all visitors to the pre-school. A well-established programme of professional development ensures staff's practice is consistently updated. The manager monitors staff practice and tackles underperformance effectively. Staff attend training courses provided by the local authority, keeping themselves updated and aware of local initiatives. Furthermore, staff are willing to undertake formal qualifications, such as relevant early years qualifications, the early year foundation degree and first line management. It is evident that staff training has a very positive impact upon the setting, as staff demonstrate how they have put ideas they have gained, into practice. For example, staff disseminate learning to their colleagues, while other staff have devised a number of information leaflets, relevant to child development, to share with parents. The pre-school benefits from a staff group who are all qualified, experienced and work well together as a team. Evaluation of the setting's strengths and areas for development is ongoing and involves contributions from committee, staff, parents and children. Parents are encouraged to share feedback verbally, through daily discussions and annual questionnaires. The pre-school has an ongoing improvement plan in place and staff work well together to achieve the identified areas for development. This demonstrates the aspirations of the committee and staff team to continuously improve the quality of the provision.

Partnership with parents are good as staff keep parents well informed about their children's routines, activities and achievements. Staff use various methods of communication with parents, such as daily discussions, email and telephone calls if needed. Parents are able to access their children's individual assessment records and are encouraged to contribute or add photographs. However, partnerships with other professionals of early years settings, which children may also attend, are not so well

developed. Consequently, there is room to extend partnerships with other settings, to develop a more consistent approach to their learning, and to ensure that all children make best possible progress.

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	254052
Local authority	Norfolk
Inspection number	866824
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	20
Name of provider	Fairhaven First Steps Pre-School Committee
Date of previous inspection	10/03/2011
Telephone number	07508842203

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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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