

# Fairlands Pre-School

Fairlands, Pound Avenue, Stevanage, Herts, SG1 3JA



## Inspection date

3 March 2015

Previous inspection date

15 June 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children make good progress in their learning. Parents are included in the planning for children because staff use information from their home observations in the baseline assessment to help optimise the progress children make.
- Children learn to care for living creatures, such as stick insects and giant African snails. This helps them to learn about the natural environment in the world around them.
- Children thoroughly enjoy popular fairy tales and with staff support, re-tell the stories using puppets. Children use different voices as they play the part of different characters. This prepares them for reading and supports their literacy development.
- Staff prepare children extremely well for their move to nursery or school. Children dress-up in uniforms from different schools and enjoy viewing books about those schools. As a result, children are emotionally ready for any move.
- Staff work very closely with other agencies and parents, providing support that enables every child to learn and develop well. Specific training for staff, to meet individual needs, enables parents to be sure that every child is fully supported.
- A well-organised recruitment and training programme means that staff are motivated and continues to improve the quality of teaching and consequently, children's learning.

### It is not yet outstanding because:

- Some staff do not always help children to explore their ideas during activities or fully develop their language skills.
- Opportunities for learning are not as rich in the outdoor environment as they are indoors.

## What the setting needs to do to improve further

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

- enhance teaching further, for example, by paying closer attention to modelling language, providing opportunities for children to respond to open-ended questions and by supporting children to develop their own ideas as they play
- extend the planning, so that outdoor play opportunities focus on all areas of learning and development.

### Inspection activities

- The inspector observed activities both indoors and outside.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of staff and a range of other documentation, including the safeguarding procedures.
- The inspector spoke with a sample of staff and children at appropriate times throughout the inspection.
- The inspector carried out a meeting with one of the co-managers.
- The inspector carried out a joint observation with one of the co-managers.
- The inspector reviewed the self-evaluation form and other methods of reflective practice.

### Inspector

Lynne Talbot

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff plan interesting activities that help all children to learn. For example, children thoroughly enjoy role play with a bus and ticket office as part of a transport theme. They eagerly take turns to be the driver, issue tickets and discuss how much a ticket costs. Popular songs about buses are heard repeatedly throughout the morning as children play. Some staff skilfully join the play, asking sensitive questions that help children to develop their knowledge even further. For example, some animated discussions take place about trips to the seaside or journeys to the setting. However, some staff are less skilled at joining in without over directing the play. They do not always help children to talk through their own ideas, in order to become self-motivated learners. All children move freely between activities because staff make sure that resources are accessible. Children are engaged in their learning because staff use information gained through observations to plan activities that build on their achievements. However, the focus on learning is less apparent in the outdoor area because the planning is not as detailed as that for indoors, to optimise learning opportunities.

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

There are good arrangements in place to support children's well-being. Staff are good role models who take every opportunity to promote children's self-esteem and help them to become socially aware. For example, children enjoy reviewing the 'golden rules' folder each day; they excitedly tell the staff how they should behave. The rules include, for example, being helpful, as well as meeting their own care needs to develop physical well-being. A flexible settling-in process helps children to form a close bond with their key person. Consequently, children are emotionally secure. Children learn about each other's language and culture. Staff help them to learn some words in Bengali, Polish and Spanish. They use visual aids, puppets and microphone voice boxes, with messages recorded in different languages, to further promote all children's sense of belonging. Children enjoy responsibility. They spontaneously sweep spilt sand from the floor and enjoy counting the number of cups and plates that are needed at each table for snack. As a result, all these steps help children to be ready for a move to nursery or to school.

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

The managers have high expectations for the quality of care that is offered to children. Regular reviews of all procedures take place to ensure that all safeguarding and welfare requirements of the Early Years Foundation Stage are met. Arrangements to safeguard children are robust. Strong security measures are in place to keep children safe, including thorough risk assessments. Reflective practice is insightful and includes the views of staff, parents and children. It is further informed by the efficient monitoring that takes place, identifying the progress in learning made by all children, including those for whom English is an additional language. Consequently, all children make good progress given their starting points.

## Setting details

<b>Unique reference number</b>	EY385674
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	858928
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Fairlands Pre-school
<b>Date of previous inspection</b>	15 June 2009
<b>Telephone number</b>	07500417965

Fairlands Pre-School was registered in 2008. The setting employs eight members of childcare staff. All staff hold appropriate early years qualifications. The two managers hold a qualification at level 5 and level 6. The setting opens from Monday to Friday during term time only. Sessions are from 9am to 12 noon and from 1pm to 3.30pm. The setting provides funded early education for two- and three-year-old children.

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