

Fairfield Little Learners PreSchool



Fairfield School, Cheshire Drive, Wigston, Leicestershire, LE18 4WA

Inspection date	13 May 2015
Previous inspection date	28 October 2010

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children make good progress in relation to their starting points and are helped to be effective learners in readiness for school. Practitioners promote children's choices and ideas, encourage their attentive listening, and develop their confidence to speak in different situations.
- The quality of teaching is good. Practitioners provide children with rich learning experiences to promote their interests. They also provide children with a good balance of adult-led and child-initiated play experiences. The team of practitioners work very well together.
- Children behave well because they are given clear expectations and practitioners help them to understand the difference between right and wrong. They are fully independent within the environment enabling them to make choices and take an acceptable level of risk during the daily activities and routines.
- Practitioners form warm and loving relationships with all children. As a result, children settle in quickly and develop secure emotional attachments with practitioners and particularly with key persons.

It is not yet outstanding because:

- Partnerships with parents are mostly successful. Practitioners keep parents informed about children's learning and development. However, they do not encourage parents to share information about their child's learning at home.

What the setting needs to do to improve further

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

- explore ways in which parents can share children's experiences at home, to further enhance the planning for each individual child.

Inspection activities

- The inspector observed activities in the main playroom and outside play area.
- The inspector carried out a joint observation with the owner/manager.
- The inspector spoke with the owner/manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, planning documentation, and a selection of policies and children's records.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the owner/manager's self-evaluation form.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Sue Riley

Inspection findings

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

Children play and explore in a welcoming and well-resourced environment both inside and outdoors. The flexible layout of the environment and continuous access to the outdoors encourage children's creativity. Practitioners know individual children extremely well. They observe children carefully to plan for their learning needs and engage them by following their interests. Practitioners routinely use their good observations to plan next steps in children's learning, so they are motivated well in their play. Children enjoy their learning and have lots of fun. They make good progress given their starting points and practitioners demonstrate their understanding of how children learn. Children are prepared well for their move to school because practitioners have a very good relationship with the host school. Children are invited to take part in special activities that occur within the school. Practitioners have a good relationship with parents. However, not all parents are encouraged to support and share information about their children's learning and development at home. Children with special educational needs and/or disabilities are very well supported. Practitioners work well with outside agencies in supporting children.

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

Good attention is paid towards keeping children safe and relevant precautions are taken to keep the premises secure. Children have many opportunities to be physically active inside and outside. This enhances children's physical well-being and encourages them to be active in their learning. Many opportunities within the daily routine encourage children to develop independence and become confident in making friends and building relationships with adults. As a result, children approach practitioners confidently for support and reassurance. This has a very positive impact on their emotional well-being. Practitioners are positive role models for all children. As a result, children are well behaved and clearly understand the provision's rules and routines.

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

The well-qualified and experienced owner/manager and practitioners demonstrate a good understanding of the requirements of the Early Years Foundation Stage. They have access to a range of training, including first aid, to develop their knowledge and skills. Practitioners are aware of how to keep children safe and ensure that safeguarding training is updated regularly. The owner/manager regularly reviews the quality of the provision and continues to implement positive changes, which improves children's learning outcomes. Practitioners implement robust processes to assess any risks, to ensure children are safe when attending the provision. In addition, practitioners remind children about their own safety. The owner/manager has good procedures for the safe recruitment of staff, which assures that people are suitable to work with children. Furthermore, the owner/manager provides regular meetings to discuss the effectiveness of staff practice and to evaluate children's progress.

Setting details

Unique reference number	EY365603
Local authority	Leicestershire
Inspection number	863844
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	27
Name of provider	Linda Brittain
Date of previous inspection	28 October 2010
Telephone number	01162 782424

Fairfield Little Learners PreSchool was registered again in 2007. The provision employs six members of childcare practitioners. Of these, five hold appropriate early years qualifications at level 3, plus the manager who holds Early Years Professional status. The provision opens from Monday to Friday, term time only. Sessions are from 9am until 12 noon. The provision provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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.

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