

# Fairhaven Under Fives Centre



Fairhaven Primary School, Barnett Lane, STOURBRIDGE, West Midlands, DY8 5PY

<b>Inspection date</b>	13 May 2015
Previous inspection date	2 June 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The leadership and management of the setting is inspirational. The manager is forward thinking and knowledgeable. She leads a staff team who are highly motivated and totally dedicated to providing a child-centred and stimulating learning environment.
- Children's curiosity is fostered as they are able to access an extensive range of interesting and innovative resources and activities. As a result, they are eager to learn and are highly motivated.
- Children's language and literacy skills are exceptionally well supported. Their enjoyment of books is encouraged through a library system, where they can choose books to take home each week to share with their parents.
- Children have an exceptionally good understanding of mathematical concepts. This is because staff expertly introduce mathematical words and counting into daily activities and routines.
- Assessment of children's development is wholly effective. Staff use a tracking system to easily identify if there are any gaps in either individual or groups of children's learning. They then use this knowledge to plan activities to move children forward.
- The quality of teaching is inspirational. Staff are highly qualified and regularly attend training to further extend their knowledge. This has an extremely positive impact on the quality of learning for the children.
- The key-person system is well-established and effective. This ensures that children are emotionally secure and are able to develop positive relationships with adults and their peers.

## What the setting needs to do to improve further

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

- sharpen the already good procedures for sharing information with other settings that children attend, by ensuring they are put into practice as soon as children start at the setting.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both indoors and outside.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation, including evidence of the suitability of staff to work in the setting.
- The inspector spoke to parents and children and took account of their views.

### Inspector

Becky Johnson

## Inspection findings

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

Children who attend this setting make excellent progress in their learning and development, given their starting points and capabilities. They are motivated to learn because staff skilfully capture their attention by using puppets, who encourage the children to listen. They enthusiastically join in as they sing about a pirate and anticipate what is hiding in his treasure chest. Children are able to initiate many activities for themselves, and staff skilfully support them in their choices. Staff are adept at extending activities to further enhance children's learning. Everywhere is a hive of activity with children playing together, building relationships and fostering their imaginations. Mark making is actively encouraged, both inside and outside. Staff recognise that children learn in different ways and adapt their teaching accordingly. For example, they tell stories about growing corn and encourage children to make large marks outside, representing falling rain and growing corn. Children develop essential skills for future learning, such as asking questions and solving problems. This ensures that they are very well prepared for the move to school. Excellent partnerships between parents and staff ensures that they are fully involved in their child's learning and development.

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

Children develop high levels of confidence and self-esteem. Each day, a child is chosen to be a star person and each child has a special me book. These help children to feel valued and important. Behaviour is exemplary. Staff work closely with parents and outside agencies, where there are concerns about children's behaviour and implement effective support strategies. Children's health and physical development is supported in a variety of ways. They enjoy daily fresh air and learn about healthy eating as they plant, grow and harvest fruit and vegetables to eat at snack time. Children are taught to respect differences and the setting actively supports children who have special educational needs and/or disabilities.

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

Staff in the setting are enthusiastic, highly motivated and committed to providing exceptional care and learning for all children. They are very supportive of each other and work well together as a team. This is very evident in the setting. Staff are fully aware of procedures to follow should they suspect a child is at risk of harm or abuse. Links with outside agencies are strong, and staff work closely with the school and other settings to ensure consistency of learning. However, there is scope to improve the timeliness in which some of these links are implemented. There are extremely effective monitoring systems in place, which include peer observations and supervision. As a result, any developmental points are recognised quickly. Excellent use of reflection and self-evaluation ensures that the setting continues to move forward.

## Setting details

<b>Unique reference number</b>	EY377174
<b>Local authority</b>	Dudley
<b>Inspection number</b>	849762
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Fairhaven Under 5's Centre Ltd
<b>Date of previous inspection</b>	2 June 2009
<b>Telephone number</b>	01384 813 977

Fairhaven Under Fives Centre was registered in 1991 and re-registered as a limited company in 2008. The setting employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, term time only. Sessions are from 8.30am until 11.30am and 12.15pm until 3.15pm. The setting provides funded early education for three- and four-year-old children.

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