

# Fairfield Education & Childcare



Fairfield Road Cp School, Grove Street, Droylsden, Manchester, M43 6AF

<b>Inspection date</b>	30 September 2015
Previous inspection date	6 November 2014

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Since the last inspection, the manager has implemented positive changes to help improve the quality of the setting and overall outcomes for children. This has resulted in an increased number of first-aid qualified staff who are trained to deal with, and respond to, accidents and emergencies as they arise. This demonstrates the manager's capacity to make sustained and continued improvements.
- The manager has implemented stronger and more positive planning, observation and assessment systems. This has led to improved and precise systems to monitor and track individual and groups of children's progress. This helps to ensure any potential gaps in children's learning are swiftly identified and addressed.
- Children thoroughly enjoy their time at the setting and thrive on the affectionate, caring and warm relationships they have developed with staff. This helps to promote children's emotional and physical well-being.
- Staff focus sharply on helping children to acquire communication and language skills through talking with children and modelling language effectively.

### It is not yet outstanding because:

- Monitoring of staff practice is not as targeted as it could be to identify where individual staff practice could be improved even further, to raise teaching to the highest level.
- Staff do not always foster children's creative thinking skills, to help them to make links in their learning.

## What the setting needs to do to improve further

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

- sharpen the focus of monitoring staff teaching to help support staff to deliver consistently high quality teaching
- create further opportunities for children to develop their creative thinking skills, to help children to make links in their learning.

### Inspection activities

- The inspector toured the areas of the premises used for the purpose of childcare.
- The inspector took account of the views of a small selection of parents spoken to on the day of the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector checked evidence of suitability and qualifications of the staff.
- The inspector looked at children's assessment records and a range of other documentation, including policies and procedures and viewed the setting's self-evaluation.
- The inspector carried out a joint observation with the manager.

### Inspector

Helen Gaze

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager effectively trains all staff to understand the safeguarding policy and they are alert to any potential concerns regarding a child's safety and welfare. The manager supports staff through ongoing supervision, team meetings, appraisals and regular training. She works alongside staff to help support them in their practice. However, the manager does not always provide staff with individual feedback about their teaching and overall personal effectiveness. This means that some staff are not always aware of how to further enhance their teaching, so that it is of the highest level. Staff have developed secure relationships with other professionals and external agencies to provide continuity for children's care and learning.

### Quality of teaching, learning and assessment is good

The well-qualified staff team provides an interesting learning environment to engage and motivate children. Staff know children well and have a clear view of what they need to learn next to help them to develop the necessary skills in time for school. Children develop their physical skills well, for example, as they enthusiastically experiment with different ways of moving and climbing on the nursery playing equipment. They use one-handed tools and equipment for a range of different purposes. For example, children snip paper with scissors, use tools to manipulate malleable materials and show skill at using paint brushes to make marks. This helps children to develop their small-hand movements. Staff interact well with children as they play, offering support and guiding their learning. However, as children enjoy exploring materials and their properties, staff do not always help children to think creatively, to help children begin to notice similarities, differences, patterns and change and to make links in their learning.

### Personal development, behaviour and welfare are good

Children are cared for in a safe and secure environment where their self-confidence and independence is fostered and encouraged by staff. Children select resources and make decisions about their play. This helps children to enjoy and achieve what they set out to do. Children develop a good awareness of the importance of having a healthy lifestyle. They learn good hygiene routines and eat a range of healthy and nutritious food. Staff utilise mealtimes well to help promote children's personal, social and emotional development. For example, children sit with staff and their friends at tables and talk about their experiences at nursery and at home. This helps all children to feel valued and cared for and they behave well.

### Outcomes for children are good

The quality of staff teaching is good and all staff help children, including those children in receipt of funding, disabled children and those with special educational needs to make good progress in their learning. Staff gather relevant information from parents about children's current learning at home and this helps them to provide targeted planning for individual children. Children demonstrate good progress from their starting points and they gain the skills they require for the next stage of their learning and for school.

## Setting details

<b>Unique reference number</b>	EY367513
<b>Local authority</b>	Tameside
<b>Inspection number</b>	997995
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Fairfield Education & Childcare Partnership
<b>Date of previous inspection</b>	6 November 2014
<b>Telephone number</b>	

Fairfield Education & Childcare was registered in 2008. The setting employs five members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or 4. The setting opens from Monday to Friday all year round. Sessions for the playgroup are from 9am until 12.20pm during school term times. The after-school club sessions are from 7.45am until 8.45am and 3.30pm until 5.30pm during school term times and from 7.45am until 5.30pm during the school holidays. The setting provides funded early education for two, three- and four-year-old children and supports a number of disabled children and children with special educational needs.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

