

Fairford Pre-School

The Park, Leafield Road, Fairford, Glos, GL7 4JQ



Inspection date

3 December 2015

Previous inspection date

21 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- The staff use regular observations of children's play and a clear understanding of how children learn to plan activities that help children achieve their next steps in learning.
- Accurate assessment and monitoring of children's learning ensures that all children make good progress.
- Staff plan activities to ensure that children have a very good knowledge of nature and develop strong physical skills as they learn to negotiate appropriate risks.
- Relationships with parents are strong. Staff involve them in their children's learning. Parents praise the staff for providing such a caring environment.
- There is good capacity for continuous improvement. The new manager and her staff accurately identify what they need to do to improve outcomes for children.

It is not yet outstanding because:

- Children are not always stimulated to concentrate and learn.
- Training and guidance is not sufficiently rigorous or highly focused to raise the standard of teaching to consistently outstanding quality.

What the setting needs to do to improve further

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

- review and strengthen the organisation of activities to ensure children are always involved and consistently extend their learning
- make more effective use of the already good systems in place to observe staff practice, for example, by focusing more on raising the quality of teaching and learning so that children achieve at the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector and manager carried out a joint observation.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the staff records, including evidence of their suitability, and a representative sample of children's records.
- The inspector spoke to a small selection of parents and carers during the inspection and took account of their views.

Inspector

Victoria Weir

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff attend relevant training and have a good understanding of child protection and their responsibilities. The manager has a good understanding of the legal requirements for the Early Years Foundation Stage. Recruitment and induction of new staff is robust. Ongoing staff meetings and guidance means staff are motivated, well qualified and suitable. The new manager demonstrates good leadership skills and has ensured the pre-school continues to function effectively whilst building a whole new staff team. The manager uses effective systems for monitoring children's progress. Self-evaluation is accurate and includes the views of parents. It fosters ongoing changes and improvements in the pre-school.

Quality of teaching, learning and assessment is good

Interactions between staff and children are effective, and teaching is good. Staff skilfully talk with and question children as they play. This helps to promote children's understanding and encourages them to express their thoughts and ideas and take notice. For example, at inspection children talked about the texture change of the marshmallows they cooked outside over a fire. Practitioners think out loud; children hear and see staff develop ideas by using trial and error. Staff use information gained from parents to develop conversations around subjects that interest children. They chat about experiences they have at home. Children develop good communication and language skills. Staff use expertise gained from training to support children's early literacy. For example, they encourage children to play with words and identify sounds in their environment. The older children, who are moving on to school, benefit from sessions which aim to increase their progress.

Personal development, behaviour and welfare are good

The staff provide effective support for children's emotional and physical well-being. The pre-school is a happy, lively place. Relationships are good. Children behave well and their self-esteem is high. For example, at inspection children shared records of their achievements with the staff. Children form supportive friendships. They learn to respect and help others. Staff sensitively promote children's self care and personal hygiene. Children are independent and motivated. They learn to make healthy choices at snack and lunchtime.

Outcomes for children are good

All children, including those who receive additional funding, make good progress. Children acquire skills, knowledge and attitudes that prepare them well for starting school.

Setting details

Unique reference number	101477
Local authority	Gloucestershire
Inspection number	824655
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 5
Total number of places	24
Number of children on roll	30
Name of provider	Fairford Pre-School Committee
Date of previous inspection	21 June 2011
Telephone number	01285 713176

Fairford Pre-School registered in 1993. It operates next door to the local primary school in the town of Fairford, Gloucester. The pre-school opens five days a week during school term time. The pre-school has sessions on Mondays and Fridays between 8.30am and 3pm and on Fridays from 8.30am to 12.45pm. The pre-school receives funding for the provision of free early education to children aged three and four years. The pre-school employs five regular staff, all of whom hold appropriate early years qualifications.

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