

Fairways Childcare Centre

The Old Schoolrooms, The Street, Stisted, Braintree, Essex, CM77 8AN



Inspection date

15 March 2016

Previous inspection date

18 August 2015

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

- The quality of teaching is good. Children enjoy a wide variety of experiences each day. The provider and manager share their very good expectations with staff in order to ensure children continue to receive good quality care and learning opportunities.
- Children develop their mathematical thinking as they explore the shape and size of various objects. They begin to learn simple addition while counting each other to see how many children have come to play. They enjoy using digging tools, containers and brushes, handling them competently and with control as they discover dinosaur bones hidden in the soil tray.
- All staff take the time to establish purposeful and warm relationships with children and their parents. This helps the children to settle more quickly and boosts their confidence and feelings of security. Children greet staff and other children happily as they arrive and are keen to join in the existing play.
- Children have very good opportunities to explore the environment inside and outside, helping to promote their independence. The excellent key-person system helps to ensure that the well-qualified members of staff support each child and their family.

It is not yet outstanding because:

- While staff gather detailed information about the children's ongoing learning and development, the manager has not yet embedded a highly effective way to make the very best use of this information.
- Although the setting has strong links with the local school that most children move on to, partnerships with other schools and nurseries are less well developed.

What the setting needs to do to improve further

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

- fully embed the recently introduced tracking system, in order to more accurately identify even subtle variations in children's continuing progress
- strengthen partnerships with schools and other early years settings that children move on to, in order to ensure that all children are equally well supported in preparation for their move.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector observed and discussed a planned activity with the manager.
- The inspector checked relevant documentation, including the suitability checks of all members of staff, the procedures used for staff recruitment and relevant training certificates.
- The inspector reviewed reflective practice procedures used by the provider and members of staff.
- The inspector took account of written feedback from parents.

Inspector

Lynn Clements

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a very good understanding of the different signs of abuse and what procedures to follow in order to protect children from harm. Regular risk assessments are undertaken to protect children's welfare. Since the last inspection, the provider and manager have updated the way in which they store records relating to staff recruitment. In addition, the provider has undertaken relevant safer recruitment training to help ensure that children are protected from unsuitable people. A well-established programme of professional development helps staff to improve their knowledge and practice. Effective systems for supervision and performance management help to ensure staff continue to support and interact well with children. Training is sought to meet any gaps in staff knowledge and to promote their ongoing professional development. Self-evaluation includes the views of staff and parents. Action taken to improve quality is carefully planned to promote continuous improvement.

Quality of teaching, learning and assessment is good

Staff have a secure knowledge and understanding of how to support children's learning and development. They use assessment to identify what each child knows and can do. This information is then used to continually expand opportunities. Parents contribute to initial assessments of children's starting points and they are kept well informed about their children's progress. Parents are encouraged to share information about their child's development at home. Funding accessed for particular children is used very well to provide them with resources to support learning. Staff adapt these resources in order to benefit all children's ongoing learning. Children communicate confidently. They use their imagination to become their favourite superhero or join in creative activities. They help to create bright displays using a wide range of art and craft resources.

Personal development, behaviour and welfare are good

Relationships between staff provide a good model from which children learn about appropriate behaviour towards others. They show care and consideration, for example, when a child accidentally knocks over a small chair, another one leans over to help pick it up. Children develop their understanding of similarities and differences as they learn about communities in the wider world. They share and talk about the people who make up their family at home. Staff support and respect this, helping to reflect their different backgrounds within the centre. Children's knowledge about keeping healthy is developed as they take part in snack routines. They talk about the different foods that help them to grow strong. Outside children move their bodies in different ways, developing strength and coordination as they access larger equipment.

Outcomes for children are good

Children are motivated and interested in a broad range of activities. They display the positive characteristics of effective learners as they explore and solve problems. Children extend their vocabulary while sharing story books or chatting in groups to share special news from home. Staff provide a wide range of interesting and appropriately challenging experiences that helps children to achieve the next steps in their learning.

Setting details

Unique reference number	EY356603
Local authority	Essex
Inspection number	1025961
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	45
Name of provider	Fairways Childcare Centre Limited
Date of previous inspection	18 August 2015
Telephone number	01376 339477

Fairways Childcare Centre was registered in 2007 and is privately owned and managed. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday for 47 weeks of the year. It operates from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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