

Fairview Under Fives Group



Edward Francis Primary School, Uplands Park Road, RAYLEIGH, Essex, SS6 8AJ

Inspection date	28 September 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Leadership is strong. The setting is successfully supported by a team of dedicated and long-standing committee members. The appointment of a new and very experienced manager has added to the effective leadership.
- Children are provided with a stimulating and exciting range of learning experiences indoors and outdoors. Planning is effectively tailored to match individual children's learning needs.
- Key persons know children in their key groups well. They follow their progress through clear and frequent observations and record these in well-presented learning journals.
- Parents are very complimentary of the setting and comment on the friendliness of the practitioners. New parents state that the settling-in procedures are effective and that their children are always greeted affectionately.

It is not yet outstanding because:

- Occasionally, practitioners do not pay enough attention to ensuring that adult-led activities and interactions are matched to individual children's needs.
- The new manager has not yet embedded her systems for monitoring the progress that groups of children make to enable her to target interventions where required.

What the setting needs to do to improve further

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

- provide children with more opportunities to link their thoughts during adult-led activities and to develop their own ideas and deep thinking
- make even more effective use of information gained from assessment to evaluate the progress being made by different groups of children, so that any identified gaps in learning can be swiftly closed.

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 completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to practitioners and children at appropriate times.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Lynn Hughes

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The designated person for safeguarding and all practitioners demonstrate secure understanding of their responsibilities with regards to protecting children. They regularly update their safeguarding knowledge through training and in-house team meetings. Practitioners understand how to effectively assess risks within the provision and complete daily safety checks to ensure that children play in a safe environment. The current manager has been in post since the end of the summer term. She has settled in to her new role well and is working effectively with the strong and successful committee. The manager has already developed good relationships with the team of practitioners and parents. Effective evaluation of the setting enables the team to identify areas for improvement and to continuously build on their current strengths.

Quality of teaching, learning and assessment is good

Children who show an interest in construction are able to use the wide range of resources in the construction area to build models and explore their creative talents. Children's literacy is promoted well. Practitioners provide children with a cosy and well-equipped reading area which contains a wide range of books. Children have good opportunities to practice their handwriting skills as practitioners provide writing resources across the whole setting, including outdoors. Practitioners encourage children to develop their understanding of numbers and counting as they create opportunities for children to count in everyday play. They enhance children's creativity by encouraging them to be imaginative. The plastic climbing cube in the garden takes children on an imaginary space-rocket trip to London. Children talk enthusiastically about the things they see on their trip, including the Queen. Managers make good use of additional funding to tailor learning opportunities to individual children.

Personal development, behaviour and welfare are good

Children enter the setting excitedly and part from their parents and carers with ease. They immediately become engrossed in play and develop friendship groups with other children. Practitioners act as good role models for children and children behave kindly towards each other. Practitioners encourage children to develop an understanding of the wider world through appropriate activities and resources. Children have access to areas within the school grounds. This provides good opportunities for them to develop their physical skills. Children develop a good understanding about keeping healthy. They know that it is important to wash their hands before eating and readily do this as part of their daily routine.

Outcomes for children are good

Children make good progress from their starting points. They develop the key skills required to prepare them for their next stage of learning, such as school. Children are confident and independent, they make choices over their learning. Children show a keen interest in expressing themselves creatively and using their imagination to enhance their experiences.

Setting details

Unique reference number	EY477032
Local authority	Essex
Inspection number	968445
Type of provision	Sessional 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	20
Number of children on roll	49
Name of registered person	Fairview Under 5's Group Committee
Registered person unique reference number	RP519146
Date of previous inspection	Not applicable
Telephone number	07713701655

Fairview Under Fives Group was established in 1979 and re-registered in 2014. The setting employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or 3, including the manager who has qualified teacher status. The setting opens from Monday to Friday, term time only. Sessions are from 9am until 3pm, Monday to Thursday, and 9am until midday on Fridays. The setting provides funded early education for two-, three- and four-year-old children.

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