

# Fair View Kindergarten

Fairview Farm, 31/33 Corner Lane, Horsford, NORWICH, Norfolk, NR10 3DG



## Inspection date

10 October 2016

Previous inspection date

23 October 2012

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

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not use their assessments of children to accurately plan targeted experiences and opportunities to support children's next steps in learning. Children are not always best supported to reach to their full potential.
- Staff do not always give children the opportunity to identify and manage risks in the environment for themselves.
- The management team's arrangements for staff supervision and support are not yet effective in ensuring that all staff consistently achieve good quality teaching.
- Routines of the day are not always effectively managed to ensure children experience consistently good quality learning opportunities.
- The management team's evaluation of the quality of provision is not yet effective. Where weak areas are identified, they are not addressed promptly to maintain good quality practice.

### It has the following strengths

- Staff work closely in partnership with parents. They share ongoing information about children's care and learning. Parents comment positively about the nursery provision.
- Children build secure relationships with staff to ensure their emotional needs are met. They happily play alongside staff and other children, and develop good social skills.
- Staff are good role models to children. They encourage children to be confident and to value each other. Staff give consistent messages to children to promote good behaviour, and encourage children to be polite and use good manners.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

### Due Date

- improve planning to support children's ongoing development, using information from assessments of their achievements to focus effectively on their individual learning needs and precise next steps. 10/12/2016

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

- reinforce children's growing awareness of how to keep themselves safe and involve them in identifying and assessing risks as they explore their environment
- strengthen the system for the supervision of staff to help them to become more confident in their roles and abilities, and maintain consistently good quality teaching
- support staff in recognising the opportunities that arise from some daily routines to promote children's enthusiasm and motivation for learning more effectively
- evaluate the quality of provision more robustly to identify and address any weaknesses in practice at the earliest opportunity.

## 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 nursery manager.
- The inspector held a meeting with the nursery manager and the two deputy managers. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector sampled a range of other documentation, including the learning and development records of children, the setting's policies and procedures and risk assessments.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

## Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The management team and staff reflect on what they provide and identify some improvements they would like to make to provision. However, this is not robust in order to maintain good quality provision. Where areas to improve are identified, such as in their system of planning, actions taken are not implemented at the earliest opportunity. The management team and staff assess all areas to be used by children for risk. However, they do not involve children in assessing potential risk for themselves, such as when playing on some outdoor play equipment in the rain. Newer members of staff receive appropriate supervision and support. More experienced staff, however, are not fully supported to help them to continue to raise the quality of their teaching. The arrangements for safeguarding are effective. Staff have a suitable understanding of the actions they must take if they have concerns about children's welfare or if they have concerns about staff practice which puts a child at risk of harm.

### Quality of teaching, learning and assessment requires improvement

Many of the staff are well qualified and complete regular assessments of children's learning. However, they do not use their knowledge and skills to ensure planning for children is accurately targeted to address any gaps in their learning. Activities do not always challenge children or focus on promoting their next steps in learning. Some staff are not always aware of plans for children's learning. Staff support children to follow their interests in self-chosen play. However, they do not always engage children for prolonged periods or offer them consistent challenge in their learning. Children access a suitable range of resources and staff interact with them as they play. For example, staff help children to find a ball which they use to explore motion as they roll it down a small ramp. Children develop their early speaking skills and repeat vocabulary that the staff model. Children play imaginatively in the role play area as they pretend to cook and eat.

### Personal development, behaviour and welfare require improvement

Staff complete daily checks of the environment to make sure it is safe for children. However, they do not always use opportunities to encourage children to identify and manage risks for themselves. For example, they do not teach children how to reassess risk when using play equipment in wet weather. Some routines of the day for older children are not always well organised or managed. Sometimes, children become restless and lose focus as they wait for prolonged periods without being appropriately stimulated to learn. Children are encouraged to be independent in self-care and learn to adopt healthy lifestyles. They are provided with healthy food and drink and access regular physical outdoor play. Staff praise children often to support their confidence and self-esteem.

### Outcomes for children require improvement

Not all children make good enough progress from their starting points. Children do not always engage in activities for sustained periods and do not consistently demonstrate high levels of concentration. Children demonstrate some listening skills and generally respond well to adults' instructions. Children acquire basic skills to prepare them for the next stage in their learning, such as school.

## Setting details

<b>Unique reference number</b>	254054
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1059475
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	57
<b>Number of children on roll</b>	136
<b>Name of registered person</b>	Jane Frances Christine Cooke
<b>Registered person unique reference number</b>	RP511532
<b>Date of previous inspection</b>	23 October 2012
<b>Telephone number</b>	01603 898237

Fair View Kindergarten was registered in 1994. The nursery employs 21 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 6.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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