

# Fairlands Pre-School

Fairlands, Pound Avenue, Stevanage, Herts, SG1 3JA



<b>Inspection date</b>	26 April 2017
Previous inspection date	3 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Children behave well. Staff consistently remind them of expected conduct. Helpful behaviour is recognised by staff and celebrated by all. One of the ways they do this is to discuss it at circle time. Children applaud each other after working together to tidy up after activities. Parents provide positive feedback, saying that staff have improved children's abilities to listen and cooperate.
- Partnerships have been developed with other professionals, such as speech and language therapists. Information provided by these professionals is consistently acted upon and included when planning activities for children. Visits from teachers are encouraged to help children with the move to school.
- Management conducts regular and effective supervision meetings to support staff and identify areas where their practice can be developed. Staff attend training with the local school, such as how to effectively develop children's play outdoors.
- Children's physical development is good. They benefit from regular opportunities to enjoy fresh air and exercise in the well resourced, safe and inviting outdoor area.

### It is not yet outstanding because:

- Staff do not gather sufficiently detailed information from parents on children's abilities when they start at the setting to fully support their learning from the very beginning.
- At times, staff do not provide a wide enough range of interesting and exciting resources and activities to encourage all children to participate in early mark making.

## What the setting needs to do to improve further

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

- gather sufficiently detailed information from parents on children's abilities when they start at the setting, to fully support their learning from the outset
- provide a wide range of interesting and exciting resources and activities to encourage all children to participate in early mark making.

### 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 observed a planned activity and evaluated this with one of the co-managers.
- The inspector spoke to staff and children at appropriate times throughout the inspection and looked at a range of documents.
- The inspector held a meeting with the management and discussed the nursery's self-evaluation process. She also looked at records, including evidence of the suitability of the staff working at the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Rebecca Williams

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Management carefully checks staff for their suitability to work with children. Staff receive thorough inductions and are aware of the procedures to identify and respond to any concerns regarding the welfare of children. Management keeps up to date with changes in legislation through a variety of methods, including contact with the local authority. Management has developed effective systems for reflective practice to take into account the views of parents, children and staff. Children's requests for additional activities and resources they would like are discussed at team meetings and acted upon.

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

Staff plan activities carefully and use appropriate resources to support children's learning. For example, a book about a big, a medium and a small bear is used to introduce an activity about matching and organising toy bears by size. The experienced staff use probing questions to develop children's thinking skills and they understand how to help children achieve the next steps in their learning. Staff continually monitor and review children's progress with parents. They also share information on children's learning, such as the shape and number of the week. Children who speak English as an additional language are supported in many ways. For example, staff gather information on key words from parents and use picture cards to help children communicate.

### Personal development, behaviour and welfare are good

Children are happy and confident. They benefit from robust settling-in procedures, such as staggered starts and build good relationships with their key person. Parents comment how well children have settled. Staff are positive role models, modelling good manners and speaking in a calm manner. Children learn the importance of how to keep themselves healthy, for example, they wash their own hands and make healthy food choices. They are encouraged to develop their independence and take care of their own belongings.

### Outcomes for children are good

Children make clear and steady progress over time, including those that receive additional funding or speak English as an additional language. They listen carefully to staff and concentrate for long periods in their play. Children work together in small groups as they complete activities and learn to share and take turns. They develop good numeracy skills. For example, during circle time they help to count the number of children present and learn how to show larger numbers using their hands in groups of tens and units. These are some of the skills children gather that help to prepare them for the next stage in their learning or the move to school.

## Setting details

<b>Unique reference number</b>	EY385674
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1093662
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	25
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Fairlands Pre-school Limited
<b>Registered person unique reference number</b>	RP902506
<b>Date of previous inspection</b>	3 March 2015
<b>Telephone number</b>	07500417965

Fairlands Pre-School was registered in 2008. The setting employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. This includes the two managers who hold appropriate qualifications at level 5 and level 6. The setting operates Monday to Friday during term time only. Sessions are from 9am to midday and from 1pm to 3.30pm. The setting provides funded early education for two-, three and four-year-old children.

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