

Fairhaven Pre-School

Village Hall, School Road, South Walsham, NORWICH, NR13 6DZ



Inspection date	15 September 2017
Previous inspection date	26 November 2014

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

- The committee, newly appointed manager and staff team are committed to providing children with high-quality care and education. The manager has a good overview of the pre-school. She has set challenging but achievable plans for continual improvement.
- Children enjoy their time at the pre-school. Staff are friendly and approachable and support children to settle well. Children build good relationships with the staff and demonstrate that they feel safe and secure.
- Staff have a good understanding of how children learn and develop. They interact purposefully to support children's play and learning well. Children make good progress.
- Children follow good hygiene routines and experience sociable mealtimes. They have daily opportunities for fresh air and exercise outdoors and in the local environment. This helps to promote their good health and supports their physical well-being.

It is not yet outstanding because:

- The manager does not consistently evaluate staff performance in order to rigorously monitor and build on the already good practice.
- Although partnerships with parents are good overall, staff do not effectively engage all parents to share in their children's learning in the pre-school and at home.
- The manager does not use assessment information fully to check on the progress of different groups of children to target teaching and monitor the impact of this.

What the setting needs to do to improve further

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

- extend existing systems for the monitoring of staff performance, to continue to strengthen and improve on good practice to raise the quality of teaching to a higher level
- explore more ways to effectively engage all parents in their children's learning, as part of their continuing involvement in their children's developmental progress
- use information from assessment more effectively to monitor the learning and progress being made by different groups of children, helping to target the teaching even more precisely.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff carry out their responsibilities to safeguard children diligently. They have a clear understanding of their role in protecting children from harm. All staff are fully aware of what to do should they have any concerns about children's welfare. The management team follows rigorous recruitment and induction procedures, to help to ensure that all staff are suitable for their role. Staff follow a thorough set of policies and procedures to support their good practice. The manager regularly reviews all policies to ensure that they are in line with current legislation and guidelines. Staff are keen to improve and develop. They identify training courses to help to extend their knowledge and acquire new skills. This mostly contributes towards good teaching practice and has a positive impact on children's learning.

Quality of teaching, learning and assessment is good

Staff carefully organise the indoor and outdoor area to provide a broad range of activities that builds on children's interests. Children increase their confidence as they explore and make choices for themselves. For example, they creatively build a pretend house with large construction blocks, paint at the easel and use shape cutters and tools with play dough. Staff get down to the children's level, join in with their play experiences and provide support when required. Children develop good concentration and perseverance as they confidently use equipment, such as scissors, carefully. Staff engage children in meaningful conversations. They ask questions to build on what children already know. Children have time to process questions and generally solve problems for themselves.

Personal development, behaviour and welfare are good

Staff give the safety and well-being of children high priority. They are vigilant and complete daily checks on the premises, to ensure that all areas used by the children are safe and suitable. Children learn to be independent and responsible. For example, they find their name card to self-register on arrival and they pour their own drinks. Children are familiar with the daily routines, which helps to support their emotional well-being. Staff are good role models. They are calm and provide clear guidance for children about what is acceptable behaviour. Staff routinely offer praise as they recognise children's efforts and achievements. This enables children to develop their sense of self-esteem and confidence. Where children have special educational needs and/or disabilities, staff work closely with parents and other professionals to provide good levels of targeted support.

Outcomes for children are good

Children develop many skills in preparation for the next stage in their learning, such as starting school. They learn to listen and respond to instructions well. Children develop their personal-care skills, such as putting on their own coat and shoes before playing outside. They learn to share and take turns. Children enjoy looking at books with staff. They develop their counting skills and eagerly take part in group activities. All children make good progress in their learning, given their starting points and capabilities.

Setting details

Unique reference number	254052
Local authority	Norfolk
Inspection number	1103339
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	35
Name of registered person	Fairhaven Firststeps Pre-School Committee
Registered person unique reference number	RP523739
Date of previous inspection	26 November 2014
Telephone number	07508 842 203

Fairhaven Pre-School in South Walsham, Norwich registered in 1992. The pre-school employs 10 members of staff. Of these, five hold appropriate early years qualifications at level 2 or above, including one with qualified teacher status. The pre-school opens from Monday to Friday during term time. Sessions are from 9.15am until 12.15pm. Additional sessions run on Wednesday, Thursday and Friday afternoons from 12.15pm until 3.15pm. A lunch club runs from 12.15pm until 1.15pm on Tuesday. The pre-school provides funded early education two-, three- and four-year-old children.

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