

Fairstead First Steps Nursery



Fairstead Community Centre, Centre Point, Kings Lynn, Norfolk, PE30 4SR

Inspection date	21 September 2017
Previous inspection date	19 June 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

- Staff provide a well-resourced and stimulating environment. They present the toys and resources effectively to support children's free choice and independence. Staff demonstrate a good understanding of how children learn and develop. They are skilful in following children's current interests and provide activities that they know children will enjoy.
- Children enjoy spending time outdoors. They are busy and active in the fresh air. This helps to promote their good health and supports their physical well-being.
- The manager and staff team monitor and reflect on the effectiveness of the provision to look at ways to develop practice further. Staff share ideas from training with the rest of the team to help to continually improve the provision, to benefit the children.
- Children are eager to attend. They demonstrate that they are happy and enjoy their time at nursery. Children make friends and build relationships.
- Staff work in close partnership with other professionals to support all children in their care and learning needs. This helps to contribute to the good progress children make.

It is not yet outstanding because:

- Occasionally, staff overlook opportunities to provide high levels of challenge and fully extend children's learning during activities and routines of the day.
- Although partnerships with parents and carers are good overall, staff do not engage all parents consistently in sharing their children's learning in the pre-school and at home.

What the setting needs to do to improve further

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

- make the most of opportunities to provide additional challenge and maintain high expectations for children's achievements in all activities
- explore more ways to engage all parents in their children's learning effectively, as part of their continuing involvement in their child's developmental progress.

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 nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- 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

Safeguarding is effective. All staff have a secure understanding of the procedures they must follow if 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. The manager monitors staff performance through regular supervisory meetings. This helps staff to reflect on their practice. Staff are keen to improve and develop. They access training, which is targeted to support the needs of the children who attend. This contributes towards good teaching practice and has a positive impact on children's learning and development. The manager regularly monitors children's learning and uses additional funding well to help them make good progress.

Quality of teaching, learning and assessment is good

Children confidently explore the environment, choosing what they would like to do next. They enthusiastically use the role-play home area. They enjoy digging in the vegetable garden and experimenting with water, soil and vegetables in the mud kitchen. Staff interact purposefully. They get down to the children's level, join in with their play and provide support when necessary. Staff make suggestions and demonstrate ideas for children to try for themselves. They support children's mathematical understanding well. Children learn to count and recognise a range of colours. Staff get to know the children and have a good awareness of their individual needs. They make accurate assessments of what children know and can do and identify any gaps in their learning. Staff plan small-group activities to help support children's communication and listening skills. Children are motivated and keen to join in with the focused activities.

Personal development, behaviour and welfare are good

Staff are friendly and approachable. They build good relationships with the children so that they feel confident and secure. The atmosphere is calm. Staff provide clear guidance for children about what is acceptable behaviour. They praise children as they recognise their efforts and achievements. This helps to raise children's confidence and self-esteem. Staff carry out daily checks on the premises to ensure that all areas used by the children are safe and suitable. They supervise children at all times. Children learn about healthy practices, such as handwashing before snacks and meals. They enjoy a range of healthy snacks. Staff support children to pour their own drinks. Children have good opportunities to discover and learn about the world around them. They learn about each other's similarities and differences, other cultures and ways of life outside of their own.

Outcomes for children are good

Children develop many skills in readiness for the next stage in their learning, such as starting school. For example, they identify their name card on arrival and learn how to share and take turns with popular toys. Children become more independent, for example, they collect their coat before going outside. They readily go to staff for support when necessary. Children have many opportunities to develop their early writing skills. They make good progress in their learning, given their starting points and capabilities.

Setting details

Unique reference number	EY472335
Local authority	Norfolk
Inspection number	1102925
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	33
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	19 June 2014
Telephone number	015537766351

Fairstead First Steps Nursery registered in 2013. It is managed by the Pre-School Learning Alliance. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, including one with early years teacher status. The nursery opens Monday to Friday, during term time. Sessions are from 8.45am until 11.45am and 12.15pm until 3.15pm. A lunch club runs from 11.45am until 12.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

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