

Spring - Fairfield

Fairfield Primary School, Glenfield Road, STOCKTON-ON-TEES, Cleveland
TS19 7PW



| | |
|--------------------------|-------------------|
| Inspection date | 19 September 2018 |
| Previous inspection date | Not applicable |

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

The provision is good

- Staff are supported well by the manager and other senior members of the team. Effective supervision arrangements and ongoing professional development programmes help staff to improve their knowledge of supporting early years children.
- Staff demonstrate a proactive approach in working with external professionals who may also be involved with children. This ensures a consistent approach and helps children to make good progress in their learning.
- Children develop a strong understanding of age-related expectations and boundaries in the setting. They behave very well and respond appropriately to daily routines, such as leaving the setting and walking to school.
- Staff promote good hygiene and support children's health effectively. They encourage children to understand why routines, such as handwashing, are vital before they eat or take part in activities involving food.

It is not yet outstanding because:

- Staff do not provide consistently high levels of challenge as children play and engage in activities to support them to make the highest levels of progress in their learning.
- Although partnerships with the host school are good, a wider range of strategies to support children's learning has not yet been shared to provide even greater consistency in the support they receive.

What the setting needs to do to improve further

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

- provide consistently higher levels of challenge to help children to make the best possible progress in their learning
- strengthen good partnerships with the host school even further to provide even greater consistency in children's learning.

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 manager.
- The inspector held a meeting with the manager and area manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Nicola Jones

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and her staff team, including apprentices, know how to respond to any concerns they may have about the welfare of a child in their care. All staff receive training and updates to ensure their safeguarding knowledge is up to date. For example, staff describe in exceptional detail how children can be protected from being exposed to extreme views. The manager is supported well by her senior team to oversee the quality of the provision. She observes regularly in the main childcare room and outdoor area, reviewing the activities provided for children and supporting the staff team. Self-evaluation is strong. The manager has effective systems in place to review children's assessments. She uses this information to drive forward improvements. For example, mathematics was recently identified as an area where children were performing less well. A programme of training and coaching was put in place to help staff to incorporate this area more into their teaching, to support children's achievements.

Quality of teaching, learning and assessment is good

Overall, teaching is good and some staff have excellent teaching skills. Staff demonstrate this when they support children's communication skills. For instance, when children place a basket on their head, staff make eye contact with them and say, 'You have put a hat on your head'. Children respond very well and repeat the action using other equipment. Staff skilfully incorporate mathematics into children's play. They introduce words, such as 'heavy' and 'full', when children explore the balancing scales and encourage children to count during everyday activities. Partnerships with parents are strong. Recent improvements include enhancing the information gathered from parents about children's skills when they first start attending. Parents say their children make good progress in their learning at the setting, especially in their communication and language skills.

Personal development, behaviour and welfare are good

Well-qualified staff support children as they learn to play alongside other children. They help them to develop skills, such as taking turns with equipment and sharing. Children show good independence. For example, they know where to hang their coat when they arrive at the setting and self-register by placing their name on their coat peg and on the decorative tree. Good-quality information is gathered from parents and is used well by staff to support children's emotional and physical well-being. Ongoing discussions ensure children receive continuity for routines, such as nappy changing.

Outcomes for children are good

Children make good progress. They develop strong skills that support their readiness for school. Children listen well during activities, such as welcome time and when staff read them stories. They show high levels of motivation during activities and are keen to take part. Children confidently use technology as they play. They take photographs using a digital camera and expertly manoeuvre remote control cars around the floor space.

Setting details

| | |
|--|---|
| Unique reference number | EY539468 |
| Local authority | Stockton-on-Tees |
| Inspection number | 10059581 |
| Type of provision | Full day care |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 2 - 10 |
| Total number of places | 24 |
| Number of children on roll | 63 |
| Name of registered person | Action For Children Developments Ltd |
| Registered person unique reference number | RP539433 |
| Date of previous inspection | Not applicable |
| Telephone number | 01642 587040 |

Spring – Fairfield registered in 2016. The setting employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday, and is located within Fairfield Primary School. Sessions are from 7.30am until 6pm. The setting provides funded early education for two- and three-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

