

# Fairfield Little Learners PreSchool



Fairfield School, Cheshire Drive, WIGSTON, Leicestershire LE18 4WA

<b>Inspection date</b>	10 October 2018
Previous inspection date	13 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is inadequate

- The manager and staff do not have a good enough knowledge of wider safeguarding issues, including the 'Prevent' duty guidance. This places children's safety at risk.
- Not all staff have received Disclosure and Barring Service checks to ascertain their suitability to work with children. For other staff, information regarding their suitability is not readily available. Therefore, it is not possible to verify if they have completed the necessary checks.
- The programme to support the professional development and supervision of staff is not sufficiently focused to help them develop their teaching practice to the highest level.
- The manager does not effectively include the views of parents in the self-evaluation of the pre-school.
- Staff do not share enough information about children's learning with parents so that they can support their children's learning at home.

### It has the following strengths

- Staff support children well when they first arrive. Children demonstrate that they feel safe and are emotionally secure. Parents comment positively about staff and praise them for helping their children to settle when they first start.
- Children make good progress in their learning. Staff find out about children's interests at home. They use this along with their observations of children to plan activities that help children to be motivated to learn.
- The manager and staff work well with the host school that children will attend. They help children to become familiar with the school environment.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that the manager and staff have an in-depth understanding of safeguarding, including the 'Prevent' duty to help them to identify signs that may suggest a child is at risk of harm	15/10/2018
ensure Disclosure and Barring Service checks are completed for all staff and the information is recorded and kept on the premises.	19/10/2018

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

- strengthen the programme for professional development and supervision of staff so that it focuses more specifically on raising the quality of teaching to help provide children with opportunities to make outstanding progress in their learning
- strengthen the self-evaluation process, taking account of the views of parents, so that they can help identify areas for improvement
- give parents the support they need to promote children's learning effectively at home.

### 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 discussions with the pre-school manager. She looked at relevant documentation.
- The inspector spoke to several parents during the inspection and took account of their views.

**Inspector**  
Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The manager and staff do not have a sufficient knowledge of possible indicators that a child may be at risk of harm. Information about Disclosure and Barring Service checks for all staff is not available. This compromises children's safety because, at times during the day, such as when children are escorted to the toilet and when they play outside, staff are left on their own with children. The manager provides opportunities for staff to discuss their practice. However, this is not effective enough to help identify how staff can raise the quality of their teaching to the highest level. Although the manager liaises with staff to identify improvements to the pre-school, the process to involve parents in the self-evaluation of the pre-school is not as effective.

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

Staff observe and monitor children's learning and share this with the manager, who has an overview of all children's progress. Staff plan a good range of activities that helps children to move forward in their learning. However, they do not consistently support parents enough to help them to continue to support their children's learning at home. Staff provide opportunities for children to develop their mathematical skills. They ask children if they can make their 'slime' bigger. Children confidently use tools to roll the 'slime' and are excited to tell staff, 'Mine is big.' Staff encourage children to count the objects they play with and to compare quantities. They help children to develop their literacy skills. When children complete a puzzle that shows letters of the alphabet, staff help them to recognise the letters. Children demonstrate good listening skills and talk confidently about their home life, recalling events from memory.

### Personal development, behaviour and welfare are inadequate

Children's welfare and safety cannot be guaranteed due to weaknesses in the manager's and staff knowledge of how to effectively safeguard and protect children. The manager does not ensure that all staff undertake necessary suitability checks to work with children. However, staff offer children healthy snacks. Children demonstrate their independence. They get their plate at snack time and choose which fruit they would like. Children learn about their local community. Staff take them to the park and talk to children about road safety and stranger danger. This helps children to learn about how they can keep themselves safe. Children behave well and learn to share and take turns.

### Outcomes for children are good

Children make good progress in their learning and develop skills for their move on to school. Children are physically active. They enjoy exploring the texture of 'slime' on their hands. They watch it slowly fall from their hands and onto the table. Children enjoy looking at their artwork that is displayed on the walls and tell staff which one they have made. This helps children to have a sense of belonging and to know that their work is valued and appreciated, helping to raise their self-esteem.

## Setting details

<b>Unique reference number</b>	EY365603
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10070998
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Brittain, Linda
<b>Registered person unique reference number</b>	RP511487
<b>Date of previous inspection</b>	13 May 2015
<b>Telephone number</b>	07891 928479

Fairfield Little Learners PreSchool registered again in 2007. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, plus the manager who holds early years professional status. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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