

Inspection of Fairfield Little Learners PreSchool

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

Inspection date: 2 October 2019

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children build positive relationships with the kind and friendly staff. Younger children who are new to the setting are sensitively supported by staff as they separate from their parents. Staff gather some information from parents when children first start. However, this is limited and means staff do not have an in-depth knowledge of what children know and can do prior to them starting pre-school. Consequently, staff are less able to plan a curriculum that helps children to build on their previous experiences. That said, children are happy, safe and enjoy the time they spend at pre-school. They behave appropriately and respond well to praise and encouragement offered to them by staff.

Staff prepare the environment every morning and pack away at the end of the day. Children are free to make choices of what they would like to play with from the resources on offer. However, the varying quality of staff's teaching results in some children not maintaining sustained levels of engagement in their learning. Nevertheless, staff have made a number of positive changes to how they use the available space and present some activities. The role-play area is now planned to reflect children's recent experiences; for example, it is currently an opticians. Changes to the cosy corner have resulted in children using this area more frequently. Here, children independently choose and look at a range of books and listen to stories read by staff.

What does the early years setting do well and what does it need to do better?

- The provider, who is also the manager, has worked with staff to address the actions raised at the last inspection. They have reviewed the pre-school's procedures and ensure that these are implemented consistently. For example, they ensure that accurate written records are maintained for any accidents or injuries sustained by children at the pre-school.
- Staff develop a sound knowledge of the children that attend the pre-school. They complete observations of children as they play and take notice of their interests. Staff complete assessments of children's development. However, this information is not always well used to plan an exciting range of experiences that ensure children are consistently challenged and make the best possible progress.
- Staff provide a range of resources and equipment for children to use to develop their creativity. For example, children have access to pencils and use glue and collage materials, such as coloured pom-poms and tissue paper shapes, to make pictures. Staff support activities as they sit alongside children. However, at times, during activities, their discussions with children are made up of a succession of closed questions. Consequently, this does not help to challenge children's thinking and speaking skills.
- The outdoor area is accessible to children each day. Children are eager to play

outside and enjoy their time in the fresh air. They ride bicycles and scooters and demonstrate good physical skills. Children are reminded by staff to be aware of others, share, take turns and use the equipment safely. Children play in the mud kitchen and watch insects with interest in the newly constructed 'bug hotel'.

- The provider and long-established staff team work well together and demonstrate a commitment to continue to make improvements. They have been receptive to the support available to them from outside agencies and have attended training. For example, staff comment how a recent workshop on teaching has helped them to gain a greater understanding of how children learn. However, staff are not yet confident enough in knowing when to step in and teach children to help them gain more knowledge and learn new skills.
- Parents are complimentary about the 'nice and welcoming staff'. They comment how their children enjoy their time at the pre-school and that they have 'grown in confidence' and 'made progress'. Staff share information with parents and give ideas on how they can support certain aspects of their children's learning at home. However, staff are not always proactive in making sure they have gained enough information about children's prior learning and experiences to enable them to plan effectively from when children first start.
- Children demonstrate a sound understanding of some mathematical concepts. They successfully match coloured dots painted on conkers. Children confidently count the conkers in turn as they sort them into groups. They hide different-sized bears in sawdust and talk about how some are 'big' and some are 'small'.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have a secure knowledge and understanding of child protection procedures and wider safeguarding issues. They are aware of the signs and symptoms that may indicate a child is at risk of abuse or neglect. Staff ensure that they maintain appropriate records should a child arrive at the setting with an injury. In addition, they have implemented effective systems to enable them to monitor this.

What does the setting need to do to improve?

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

- improve further the planning and delivery of activities for children to ensure they are all consistently engaged in challenging and purposeful play and learning experiences
- strengthen the quality of teaching to help children learn new skills and gain more knowledge in order for them to make the best possible progress
- increase the focus on supporting children's communication and language skills through consistently implemented teaching strategies

- build on partnerships with parents and ensure detailed information is gathered about children's prior learning and experiences in order to plan activities that build on what they already know.

Setting details

Unique reference number	EY365603
Local authority	Leicestershire
Inspection number	10103379
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	25
Name of registered person	Brittain, Linda
Registered person unique reference number	RP511487
Telephone number	07891 928479
Date of previous inspection	2 April 2019

Information about this early years setting

Fairfield Little Learners PreSchool re-registered in 2007 and is located in Leicestershire. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, and the manager 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.

Information about this inspection

Inspector

Claire Muddimer

Inspection activities

- The inspector took a tour of the pre-school with the provider. They talked about how the provider organises the pre-school and the play and learning experiences they provide for children.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She completed a joint observation with the provider.
- The inspector spoke with staff and children during the inspection. She held a meeting with the provider and reviewed a sample of records, policies and procedures.
- The inspector spoke to a number of parents during the inspection and took account of their views.

We carried out this inspection 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.

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