

Inspection of Fairfield Education & Childcare

Fairfield Road Cp School, Grove Street, Droylsden, Manchester M43 6AF

Inspection date: 16 January 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

The well-qualified team members work together extremely well. This helps practitioners to establish highly consistent routines that form the basis of the welcoming and well-organised provision. They demonstrate their teamwork when three- and four-year-old children gather in two groups. The two group leaders synchronise their singing of the greeting song. This promotes children's concentration and thinking, because the conversations in each group are not interrupted by the other group's singing. The focus on promoting children's communication and language is a particular strength of the provision. For example, practitioners make effective use of a language screening tool to assess children's current attainment. This helps them to accurately identify next steps for learning that challenge children and promote their good progress.

The predictable routines and clear expectations for their conduct help all children to feel safe and secure. Children who are new to the provision settle in quickly. Parents say that children are happy and look forward to attending. Practitioners are unfailingly patient, polite and friendly. Children in the pre-school and out-of-school club copy them and demonstrate considerate behaviour towards each other. Children's behaviour and attitudes to learning are highly positive.

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

- The experienced managers take account of everyone's ideas when they evaluate the provision and plan improvements. For example, at a staff meeting, managers and practitioners worked together to write a 'vision and values' statement. They built on this by displaying the statement for parents, alongside well-chosen photographs of children playing and learning. This helps everyone to understand the underlying purpose and ambition of the provision.
- Children are visibly eager to participate in activities. They become deeply involved in learning that they enjoy. For example, two-, three- and four-year-old children join in readily with a dance and movement session. Practitioners know that the session will help children of all ages to develop balance and coordination. Children know that they are going to have lots of fun. They work hard to copy practitioners and each other. For instance, they stand on one foot so they can stamp in time to the music with the other.
- Managers use additional funding productively. For example, they pay for a British Sign Language (BSL) interpreter to support the inclusion of children with hearing impairment. Furthermore, practitioners train to use BSL and incorporate it into their teaching. This is exemplified at group time. Children ably demonstrate BSL for the initial letters of everyone's name. This helps to promote children's auditory memory and discrimination of sounds. They also learn that there are different ways to communicate.

- Practitioners provide effective support for children who speak English as an additional language. For example, practitioners often repeat single words and short phrases during activities and routines. This helps children to acquire the words that they need to communicate in English. Practitioners demonstrate empathy. They make sure that children are fully included and know what to do.
- Managers often work alongside practitioners and provide ongoing coaching and support. They hold supervision meetings that recognise practitioners' strengths and achievements. Practitioners feel valued and encouraged by the managers. However, on occasion, the next steps for practitioners' development do not focus sharply enough on raising the quality of teaching to exceptional levels.
- Children's early literacy is promoted well. For instance, children find their name card and attach it to a board to register their attendance. Then children choose from a list of five greetings. For instance, children point at the symbol and word for a 'fist bump' and so the practitioner at the door greets them with a fist bump. This helps children to learn that print carries meaning. Practitioners demonstrate their own enjoyment of reading when they read stories to children. Their reading is engaging and expressive. Practitioners' questions help children to recall and think about the people and events in stories.
- Children become independent and self-assured as they grow. This helps them to be ready to start school. For example, two-year-old children confidently seek out practitioners to ask for help to hang up their coats. Older children change their shoes ready for dancing. Children who attend the out-of-school club quickly gather their belongings when it is time to go to school.

Safeguarding

The arrangements for safeguarding are effective.

Managers stay up to date with legal requirements for safeguarding. They know and understand the local procedures for child protection. Managers train practitioners to implement the provision's safeguarding policy. Practitioners know how to report concerns that children are at risk of abuse. Practitioners take sensible steps to minimise hazards to children. For example, they teach out-of-school children to stay close to practitioners when they cross the busy playground to their classrooms. The recruitment of practitioners is safely managed. Furthermore, a well-developed induction programme helps new employees to fully understand their responsibility to promote children's welfare.

What does the setting need to do to improve?

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

- make better use of systems for performance management, so that the next steps for the professional development of practitioners show really precisely what they need to do to improve.

Setting details

Unique reference number	EY367513
Local authority	Tameside
Inspection number	10067315
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 11
Total number of places	40
Number of children on roll	114
Name of registered person	Fairfield Education & Childcare Partnership
Registered person unique reference number	RP527629
Telephone number	01613701383
Date of previous inspection	30 September 2015

Information about this early years setting

Fairfield Education & Childcare registered in 2008. The setting employs seven members of childcare staff. Of these, five members of staff hold qualifications at level 4, and one member of staff holds a qualification at level 3. The setting opens from Monday to Friday all year round. Pre-school sessions are from 9am until 12.20pm and from 11.40am until 2.40pm during school term times. The out-of-school club opens from 7.45am until 8.50am and 3.15pm until 5.30pm during school term times, and from 7.45am until 5.30pm during the school holidays. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

Inspection activities

- The inspector observed and spoke with children in the out-of-school club. For example, she asked children about the routine for tidying away toys and getting ready for school.
- Managers and the inspector completed a learning walk. Managers explained the planning and organisation of the day and how the activities promote children's learning. A joint observation of teaching was carried out by a manager and the inspector.
- The inspector took account of parents' views by speaking to them and through reading written feedback that they had provided.
- Documents used in the provision were considered and discussed, including progress checks for children aged between two and three years.

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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