

Inspection of Fairlands Day Nursery

Church Road, Shedfield, Southampton, Hampshire SO32 2HY

Inspection date: 23 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children feel safe and secure and enjoy good relationships with their key persons. Babies enjoy singing together and choosing songs from the pictures in 'the bag', joining in with the physical movements.

The management team and staff have high expectations for all children. Older children cooperate together as they join the guttering to ensure that the water can move freely down the 'waterfall' they have created. They talk about moving the leaves to allow the water to flow. Children benefit from a curriculum that is ambitious and that meets their needs well. All children enjoy accessing the secure forest area next to the nursery. Children learn to solve problems and test out their own ideas. For example, they enjoy finding out how to fix the water supply, when the guttering becomes loose during their outdoor play.

Children confidently walk up the stepped tyres, which supports their physical skills. They show perseverance as they roll logs to the top of the hill to join in the make believe campfire and then go and get their friends to join in the activity. Children enjoy being creative. They select from a range of materials and share their creations with staff members.

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

- Children concentrate for long periods of time, particularly in the outdoor forest area and they display good levels of independence. Staff have high expectations for children's behaviour and manage any incidents calmly and sensitively.
- Children with special educational needs and/or disabilities make good progress. Staff work closely with parents and other professionals to find out what children know and can do. Staff ensure they promote children's communication and social skills effectively through activities and care routines. Staff maximise one-to-one opportunities to extend the children's language. Children enjoy listening to stories and the staff interact well with the children, showing great interest in their responses.
- Children access a wide variety of opportunities and activities. However, on occasions, staff do not successfully support children's transitions between activities and routines. For example, younger children, sometimes, have to wait for prolonged periods to go outdoors.
- Staff build strong partnerships with parents. Information evenings about the curriculum have been well received by families. Parents like the learning at home activities that are provided to support their children. Parents speak highly of the new management and the changes that have been introduced to the nursery.
- The management team help staff to find out what works well in the nursery and what can be improved. For example, they identified that the construction area

was not positioned in the best place in the middle of the room, so it was moved and made bigger. This resulted in children accessing the space more and for longer periods of time, engaging with their friends in play.

- The established key-person system ensures that children settle into the nursery well. Staff work closely with parents to understand the children's likes and dislikes when they start and as they continue their learning journey. Children are cuddled when they wake up from their sleep and staff gently rub their backs as they open their eyes. This helps to develop children's sense of security and well-being.
- Staff use observation and assessment well to understand what children know now and what they need to learn next. Key persons have regular discussions with the management team. They discuss children's well-being to ensure that children's needs are addressed promptly.
- The management team have high regard for staff well-being. During the COVID-19 pandemic, they recognised the impact it was having on the team. As a result, more regular supervisions are held and staff have been rewarded and praised for their work. Staff have benefitted from this by being more positive and supportive of each other.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is of the highest priority. Staff have a secure understanding of their roles and responsibilities to safeguard children. They are aware of the indicators of when a child may be at risk of harm. There are clear procedures to follow if they have concerns about a child's welfare. Staff undertake regular training to keep their knowledge and skills current. Staff have a good understanding of wider safeguarding issues, such as radicalisation. Robust recruitment and vetting procedures are in place to ensure the ongoing suitability of all staff. Staff encourage children to manage their own risks.

What does the setting need to do to improve?

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

- help staff to consider how they can support children effectively during transitions in their daily routines.

Setting details

Unique reference number	EY380797
Local authority	Hampshire
Inspection number	10214643
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 at time of inspection	0 to 4
Total number of places	80
Number of children on roll	113
Name of registered person	Fairland's Nursery School Ltd
Registered person unique reference number	RP903065
Telephone number	01329 834 848
Date of previous inspection	30 May 2018

Information about this early years setting

Fairlands Day Nursery registered in 2008 and is located in Shedfield, near Southampton. It is open throughout the year from 7.15am until 6pm, Monday to Friday. The nursery receives funding for early education for children aged two, three and four years. There are 26 members of staff who work with the children. Of these, 17 hold relevant early years qualifications at level 3 and above, and one member of staff holds a level 6 qualification.

Information about this inspection

Inspector

Lindsay Osman

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- A learning walk was conducted with the management team and the inspector.
- The inspector held discussions with the management team, staff and children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors to assess the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff.
- A joint observation was carried out by the inspector and manager.

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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