

Inspection of Fairview Fledglings

Fairview Community Primary School, Drewery Drive, Gillingham, Kent ME8 0NU

Inspection date: 13 April 2022

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 are happy, content and confident, and have close relationships with all staff. This helps them to feel safe, secure and reassured. Children explore their environment confidently, making choices for themselves in their play. They are encouraged to test their confidence by trying new activities. For example, toddlers climb the steps of the slide all by themselves. They manage to negotiate the top step, sit down and slide down on their own for the first time. Children's smiles and their cheers shows how proud they are of their achievements.

Children develop good independence skills. This helps to support their readiness for school. Children serve their own meals, fill up their water bottles, find their shoes and put on their coats. Young children show emerging skills to tell staff when they are tired, when they are thirsty and when they need a cuddle.

Children's language and communication is promoted very strongly throughout the nursery. Young children confidently express themselves in non-verbal forms, through gestures, expressions and simple signs. Older children use complex vocabulary to express themselves through their play and to make their needs known. Children thoroughly enjoy stories. They show emotions throughout the stories to show an understanding of the storyline.

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

- Children explore and experiment in their play. They show curiosity and wonder at their new findings. For example, children enjoy moving the rope swing in different directions to make it move in a circle. Younger children show pride in their achievements, such as learning to pull the spray bottle trigger to make the water shoot. They work out how far the water can shoot from the bottle and how the colour of the bricks on the wall change when they are sprayed.
- Staff have a very competent knowledge and practice of allowing children to lead the play. They encourage children's skills to extend, develop and enhance their learning through conversations, suggestions, questions, demonstrations as positive role models and working together. They recognise most aspects of children's play as a positive experience, especially when children lead the play themselves. However, on some occasions, they do not evaluate the effectiveness of activities and routines on children's ongoing development. Staff's positive practice and engagement are not always continued within routine parts of the day, such as lunchtime. Therefore, children's learning is not always promoted to the same high level during these times.
- Children develop close friends and relationships with each other. Staff step in at opportune times to support this further. They help children to understand when to allow others in to their play and to support collaborative and cooperative play.

- Children develop strong physical skills. Young children learn to climb simple steps to see what is going on in the other garden. They explore the space around them, discovering new physical skills such as negotiating and walking on small pebbles. Older children recognise the need for others to complete physical tasks. They share the rocker and tell each other when to move to make it tip up. They develop small muscle groups well, making marks for a purpose with water and paintbrushes and undoing lids of water bottles. They manage to turn taps to fill it back up. Younger children pull expandable tubes to make a noise and develop grips with their hands.
- Management and staff work cohesively to support each other, especially throughout the pandemic. They strive to provide a happy, safe and secure environment for children and their families, to enable children to develop to their full potential. Management and staff are eager to improve. They show high levels of enthusiasm when they gain further information to change practice and to look at the impact this has on children's learning and experiences.
- Parents make very positive comments about their children's time at the nursery. They strongly appreciate the flexible approach to the times children attend, to meet their working needs. Parents talk positively about how staff endeavour to meet children's additional needs, be they dietary or physical. They work closely with other professionals to promote a consistent approach to the individual care children require.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust knowledge of how to keep children safe. They are aware of the procedures to follow if they identify signs and symptoms of abuse. Management follows good recruitment procedures to ensure staff working with children are suitable to do so. Children play in a safe and secure environment where staff make regular checks for hazards. They learn to take safe risks and assess their own safety through discussions, awareness of their physical ability and following role models in their play. Children learn about healthy lifestyles. They talk about the snack that they eat, helping to choose which ones to have for each day.

What does the setting need to do to improve?

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

- develop staff's evaluation of the effectiveness of some daily routines and use staff's observations of how children play more effectively to promote children's learning further.

Setting details

Unique reference number	EY364634
Local authority	Medway
Inspection number	10228055
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 7
Total number of places	30
Number of children on roll	92
Name of registered person	Carter, Lisa
Registered person unique reference number	RP512016
Telephone number	01634 388103
Date of previous inspection	14 December 2016

Information about this early years setting

Fairview Fledglings registered in 2008. It is situated in Wigmore, Kent. The setting is open each weekday from 7.30am to 6pm for most of the year. It also operates an out-of-school club. The nursery receives funding to provide free early education for children aged two, three and four years. The setting employs 19 staff, 16 of whom hold appropriate childcare qualifications at level 3 and above. The manager holds early years professional status.

Information about this inspection

Inspector

Claire Parnell

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.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation during lunchtime.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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