

Inspection of Fairlands Pre-School CIC

Fairlands Primary School & Nursery, Pound Avenue, Stevenage, Hertfordshire SG1 3JA

Inspection date: 26 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children flourish in this nurturing pre-school. They are excited to arrive and separate from carers with ease. Children are highly motivated and eager to explore activities. Staff are skilled at providing exciting opportunities to support children's learning across all areas of the curriculum. For example, children are learning about growth. Staff construct an exciting shoe shop area to encourage children to measure and compare feet. They link this to the story of a familiar fairy tale to support children's literacy development.

Children's behaviour is exemplary. They are kind and considerate to their friends. They pass bowls of fruit around during snack, always remembering to thank one another. Children understand their responsibilities in the pre-school. Children work well as a team to complete tasks. For example, they work together to tidy the garden area before lunch. They collect the ride on vehicles and pass them to their friends who line them up safely.

Children are highly sociable and engage exceptionally well with visitors. They invite them to join in activities and are keen to show them around their pre-school. For example, children are excited to show staff and visitors the lawnmowers which are cutting the neighbouring grounds. They wave enthusiastically to the groundsmen and delight when they wave back.

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

- Children have a very good understanding of appropriate behaviours. Staff support this exceptionally well during sessions of circle time. Children delight when they receive stickers and praise for their positive behaviour. Staff and children explore the 'Golden Rule' book where children confidently explain the rules of the setting and why they exist.
- Staff work incredibly closely with families to support children who struggle to manage their feelings. They implement strategies to provide consistency between home and pre-school. Children who have historically struggled are making exceptional progress in this area of learning.
- Children are developing a good understanding of healthy lifestyles. They enjoy healthy snacks and have continuous access to the large outdoor area. Staff encourage children to explore the effects that exercise has on their bodies. For example, they explain why it is important to drink water after running in the heat.
- Parents speak highly of staff and the positive impact they have on children's development. They value the effort staff make in getting to know all children. For example, families have individual visits prior to children starting. This allows staff and families to share vital information to support children in settling swiftly.

- Children's confidence is exceptionally well promoted in the pre-school. Their individual skills and interests are celebrated and shared amongst their friends. For example, children proudly talk about how they are experts in various subjects, such as dinosaurs.
- Managers reflect well on all aspects of the setting. They explore alternative procedures to meet the changing needs of families and children. For example, they are investigating various methods of electronic communication in order to further support children's development at home.
- Staff engage well with families from the start. Parents provide detailed information about children's early experiences. Regular consultation sessions ensure families remain well informed about children's development. Staff use these meetings to keep up to date with children's changing circumstances. This enables staff to provide opportunities children may otherwise not receive.
- Managers establish strong professional relationships with other settings. Children visit the on-site nursery and school on several occasions prior to starting. Staff communicate well with future teaching staff. This supports children's swift transition to the next stage of learning.
- Staff regularly assess children's development. They talk confidently about the abilities and next steps of children in the pre-school. However, staff do not always make use of this knowledge to plan activities that consistently challenge the learning needs of more able children.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have a thorough understanding of the signs and symptoms which could indicate a child is at risk of harm. They are aware of the correct referral processes to follow when escalating concerns. The managers have robust recruitment and induction procedures in place. This ensures all staff have appropriate first-aid and safeguarding training prior to starting. Staff conduct rigorous daily risk assessments on all areas of the pre-school. Staff are appropriately placed to supervise children safely.

What does the setting need to do to improve?

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

- enhance the planning of activities to consistently meet the needs of the most able children.

Setting details

Unique reference number	2542951
Local authority	Hertfordshire
Inspection number	10215408
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	44
Name of registered person	Fairlands Pre-School (Stevenage) CIC
Registered person unique reference number	2542950
Telephone number	07870141270
Date of previous inspection	Not applicable

Information about this early years setting

Fairlands Pre-School CIC registered in 2019. It employs six members of childcare staff, all of whom hold appropriate early years qualifications between levels 2 and 6. The pre-school operates from Monday to Friday from 9.00am until 3.30pm during term time. The pre-school provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Antonia Campbell

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 inspector observed the quality of education to assess the impact on children's learning.
- The inspector considered the views of parents by speaking to several during the inspection.
- The inspector and manager completed a joint observation of an activity to assess the quality of teaching.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector and manager discussed how the early years setting is organised.
- The inspector held discussions with the manager and staff about the monitoring of learning and development in the setting and tracked the progress of children.

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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