

# Inspection of Fair View Kindergarten

Fairview Farm, 31/33 Corner Lane, Horsford, NORWICH, Norfolk NR10 3DG

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Inspection date: 27 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 arrive at the gate eager to start their day at this friendly and nurturing nursery. They press the buzzer and announce their name on the intercom. Children separate easily from their parents, confidently waving goodbye to them at the gate. Children engage in familiar 'good morning' routines. They sit together on the carpet and sing songs. Toddlers enjoy looking at photographs to recognise and name their friends. They clap and smile when they see their own image.

Children quickly become engaged in activities that interest them. Babies enjoy the feeling of oats and lentils. They scoop handfuls and squeeze them between their fingers. Toddlers enjoy water play. They show control when using watering cans and jugs to pour and fill containers. Older children mould play dough into 'cakes'. They decorate them with dried pasta shapes and tell each other, 'This is a chocolate cake.'

Children are happy and settled. Toddlers giggle when bubbles emerge from a machine. They squeal with delight when bubbles float towards them. They clap their hands to try to pop and burst them. Children hold hands and walk around the spacious grounds. They peer inside rabbit hutches and goat pens and chat about their favourite animals.

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

- Staff provide a language-rich environment. They give clear narration and engage children in meaningful conversations as they play. Staff working with babies repeat key words and use familiar songs to support language development. Staff in the toddler room use story times to reinforce the names of farm animals. Pre-school children learn about transitions to school through well-planned stories.
- Children benefit from time outside and being active. Toddlers climb steps and whizz down slides. Children set up their own obstacle courses using guttering. Pre-school children enthusiastically engage in large group games. They jog and stretch to 'warm up'. They recognise changes in their bodies and tell staff, 'My blood is pumping faster.'
- Children behave well and understand what is expected of them. They stop when they hear tambourines shaking and say, 'It is tidy up time.' Toddlers take care to return jigsaw pieces to their correct slots. Pre-school children show kindness. They help each other to use stilts and wait patiently for their turn to use the slide.
- Children use numbers and counting in their play. They count the legs on toy spiders they find hidden in soil. Toddlers count to six as they stack toy eggs in cartons. Older children invent their own games. They roll dice and match numerals on cards. Children recognise mathematical concepts. For example,

they notice the numbers seven and eight are not represented on dice and comment, 'They are too big.'

- Children show that they feel safe and secure. Babies snuggle closely with staff to look at interactive toys. Toddlers clamber onto staff's laps during their play. Pre-school children give staff hugs and hold their hands. Staff reciprocate and give children timely affection and reassurance.
- Partnerships with parents are very strong. Parents describe staff as 'fabulous' and say they are 'incredibly happy' at how well their children settle and make progress. Parents value the detailed feedback they receive from daily handovers and an online platform. Parents appreciate the flexible sessions offered by the nursery.
- Leaders and managers are a strong team. They support staff closely and nurture a climate of professional development. Leaders place a high priority on staff well-being. Recent initiatives have had a positive impact and, as a result, staff report high levels of well-being and morale.
- Activities are linked to children's interests. However, the implementation of the curriculum does not always build on what children already know and can do. For example, babies' outdoor provision does not always include areas for them to freely explore unaided.
- Daily routines are not always managed effectively. For example, children wait for extended periods of time to be served lunches and for tidy-up sessions to finish. As a result, children's learning time is not fully maximised.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know how to identify and report concerns regarding the welfare of children or the behaviour of an adult. They show an awareness of issues that may affect the children in their care, including wider safeguarding concerns, such as radicalisation and 'Prevent' duty. Managers ensure that staff are suitably trained, and there is a range of induction procedures in place for newly appointed staff. They ensure that all staff have a working understanding of safeguarding and regularly use questioning techniques to 'test' this. Staff provide a safe and secure environment for children through regular checks and risk assessments.

## What does the setting need to do to improve?

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

- ensure the implementation of the curriculum is clearly sequenced, building precisely on what children already know and can do
- review the organisation of routines so that children's play and learning time is maximised.

## Setting details

<b>Unique reference number</b>	254054
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10276720
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	117
<b>Number of children on roll</b>	238
<b>Name of registered person</b>	Cooke, Jane Frances Christine
<b>Registered person unique reference number</b>	RP511532
<b>Telephone number</b>	01603 898237
<b>Date of previous inspection</b>	31 July 2017

## Information about this early years setting

Fair View Kindergarten registered in 1994 and is located in Horsford, Norwich. The nursery employs 30 members of childcare staff. Of these, three hold an appropriate early years qualification at level 6, one at level 5, two at level 4, 18 at level 3 and two at level 2. The nursery opens all year round, except for bank holidays and Christmas. Sessions are from 7am to 6pm, Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Helen Oakden  
Karen Harris

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken this into account in their evaluation of the provider.
- The quality manager led the inspectors on a learning walk and talked to them about what they want children to learn.
- The inspectors observed the quality of education being provided and assessed the impact this has on children's learning.
- The deputy manager and the lead inspector carried out a joint observation together.
- Staff and children spoke to the inspectors at appropriate times throughout the inspection.
- Parents shared their views of the nursery with the inspectors.
- The manager provided the lead inspector with a sample of key documentation on request.

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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