

Inspection of Fairhaven Pre-School

Village Hall, School Road, South Walsham, NORWICH NR13 6DZ

Inspection date: 19 April 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

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

Children are welcomed by warm, nurturing staff. They hang up their coats and belongings and quickly settle into learning at one of the exciting activities. They are confident and behave extremely well. Staff are effective role models and have clear expectations. As a result, children follow the daily routine and feel safe and secure.

Children have access to fresh air during most of the day as they move freely between the indoor environment and garden. Outside, children demonstrate positive attitudes to learning as they eagerly join in with their peers in the mud kitchen. They collect a variety of natural materials around the garden and mud from the digging area. They create 'soup' and 'chocolate pudding', which they share with staff. They take turns to stir the mixture and give each other instructions to collect more ingredients to make it 'extra tasty'.

The staff make good use of the local community around the pre-school. Children take part in weekly visits to a local woodland and garden, where they take part in forest school activities and expressive arts. Children are learning about nature and the natural world around them. Staff have developed close links with the local primary school. Children join in with a variety of shared activities and visits. As a result, children are well prepared for their transition to school.

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

- The newly appointed manager is enthusiastic, with a clear vision for future development. She has implemented a variety of ways to engage with parents. This includes the introduction of newsletters, a parent messaging group, share days and an online learning journal. However, the new manager has not yet had time to further develop performance management procedures to identify and address weaknesses in staff teaching.
- Parents speak highly of the staff and the activities they offer. They feel well informed about their children's learning. Staff work closely with parents to gather information about their key children prior to them starting at the pre-school. The staff use this information to plan an ambitious curriculum that is motivating and covers the seven areas of learning.
- Staff promote early literacy skills. Children have opportunities to develop early writing. For example, younger children use felt tips to make marks. Outside, older children use clipboards to make labels and list ingredients.
- Children have access to a variety of books across the learning environment. Staff frequently use them to extend understanding. For example, children are learning to identify minibeasts. Staff use books to help children identify the features and where they might find them in the garden.
- Staff provide a language-rich environment. Children join in with familiar rhymes

and songs. For example, at group times children sing along and follow the actions of 'Wind the bobbin up' and 'Sleeping bunnies'. Staff use their interactions to introduce new words. For example, during a planting activity children learn about the meaning of words such as 'germination', 'sprout' and 'nutrients'.

- Children have ample opportunities to develop their physical skills. Outside, they dig, climb and balance in the well-resourced garden. Inside, they play with jigsaws and craft activities, developing their fine motor and hand-to-eye coordination skills.
- Children generally manage their personal care well. They wash their hands and put on their coats to go outside. However, staff sometimes offer too much support, which limits children's ability to do things for themselves.
- Children behave extremely well for their age and stage of development. They follow instructions, take turns and play collaboratively with their peers. Staff support children to understand their emotions and those of others. For example, staff remind children to be kind and take care of worms they find in the digging area.
- Staff identify gaps in children's learning swiftly and seek professional help when required. The manager works closely with staff and parents to decide the most effective way to use additional funding to meet the learning and development needs of children. As a result, all children make good progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of their responsibility to keep children safe. They complete daily checks and risk assessments for outings to ensure that children are not exposed to hazards. All staff have completed safeguarding training and are familiar with the procedures to follow if they have a concern about a child. All staff are aware of the pre-school's whistle-blowing procedure and how to raise concerns about adults looking after children. Safer recruitment procedures are followed and staff's ongoing suitability is checked.

What does the setting need to do to improve?

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

- develop performance management procedures to identify and address weaknesses in staff teaching
- provide more opportunities for children to become independent and do things for themselves.

Setting details

Unique reference number	254052
Local authority	Norfolk
Inspection number	10279944
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	30
Number of children on roll	30
Name of registered person	Fairhaven Firststeps Pre-School Committee
Registered person unique reference number	RP523739
Telephone number	07508 842 203
Date of previous inspection	15 September 2017

Information about this early years setting

Fairhaven Pre-School registered in 1992 and is situated in South Walsham, Norwich. The pre-school employs six members of staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school operates from Monday to Friday, during term time. Sessions are from 9.15am until 12.15pm and 1.15pm until 3.15pm, with a lunch club between 12.15pm and 1.15pm every day. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Chrystal Buck

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out what they like to do when they are at pre-school.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a planting activity with the manager.
- The inspector spoke to the chairperson of the pre-school about the leadership and management of the pre-school.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents and grandparents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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