

# Inspection of Fareacres Pre-School & Day Nursery - Gants Hill

681 Cranbrook Road, Gants Hill, Ilford, Essex IG2 6SY

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Inspection date: 18 July 2023

**Overall effectiveness** **Good**

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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 arrive excited to start their session at this welcoming nursery. They separate easily from their parents, who share relevant information with key persons to ensure that children's daily care needs are met. Staff focus on building children's confidence and independence skills. Once inside, children self-register, hang up their coats and belongings and then happily join their friends at an activity. Key persons know their key children well. Overall, they plan the curriculum to take account of children's individual interests and learning needs. The curriculum is well sequenced, allowing children to build on their knowledge and skills as they move through the nursery.

The atmosphere is calm and purposeful. This allows children to focus and concentrate when playing. Children's behaviour is good. Staff help them to understand how to behave well and why certain behaviours are not acceptable. Children's personal and social skills are also good. They show respect and consideration for others. For example, staff encourage children in the pre-school room to pour water for each other and pass bowls of food and cutlery to their 'neighbour' when they have finished serving themselves. Staff have high expectations, and most children make good progress, including children with special educational needs and/or disabilities (SEND). When gaps in children's learning and development are identified, staff take swift action to address them.

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

- Managers and staff develop strong relationships with parents. They make sure that parents are kept up to date with their children's progress and understand how to support their learning at home. Parents are very positive about the nursery and emphasise the high standards of care their children receive.
- Staff are hardworking and dedicated. They discuss how managers positively support their professional development and general well-being. Staff say their views on how to improve the nursery are always taken seriously and acted on where appropriate.
- Staff are very kind and nurturing. They support children's emotional development by encouraging them to talk about their feelings and helping them to understand why they feel they way they do. Children new to the nursery quickly become confident, as staff plan individual settling-in programmes for them based on the information parents provide about their children's interests and care needs.
- Overall, teaching is of a good standard. Most staff understand how young children learn. They plan interesting activities that engage children and encourage them to practise and develop their skills. However, some staff do not always use opportunities to extend children's play and ideas. Therefore, when

working with these staff, some children do not make as much progress as they could.

- Children are encouraged to practise their skills in many different areas of learning while playing. For example, staff ask children who are washing the dolls in the water tray to count the number of dolls and name different parts of their doll's body.
- In general, the support for children's communication and language is good. Most staff expose children to spoken English by talking to them constantly about what they are doing and asking questions to generate conversations. However, some staff working with the youngest children do not model spoken English enough or consistently encourage children to practise using simple words and phrases when communicating.
- Understanding the world is a strong feature of the curriculum. Children learn about the natural world around them when playing outside. For example, they plant potatoes and learn how to look after the plants by watering them frequently. Children excitedly harvest the potatoes when they are ready, talking about how long it has taken for them to grow and how they know the potatoes are ready to dig up.
- Children with SEND are very well supported. Most staff have a great deal of experience working with children with SEND. This means that they are able to identify gaps in children's learning and development early on. Staff plan targeted interventions to ensure that children make progress.
- Children clearly understand the nursery's routines. Staff talk to them about the next activity and what they expect them to do during transitions. They use visual timetables to support children's understanding. All children behave appropriately during changes between activities and follow staff's instructions well.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff understand their safeguarding responsibilities and child protection policies and procedures. They know what to do and who to contact if they have a concern about a child or a member of staff. Staff's safeguarding training is up to date and includes the 'Prevent' duty guidance and female genital mutilation. A robust recruitment procedure helps to ensure that adults who work with the children are suitable. Accidents are taken very seriously. Staff administer medical care as per the procedures and share records with parents. Staff use thorough risk assessments to identify any risks and take action to mitigate them. This helps to ensure children's safety and well-being at all times.

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

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

- strengthen staff's teaching to consistently provide children with opportunities to extend their knowledge, skills and thinking
- support staff to model spoken English frequently and encourage children to practise their early communication skills.

## Setting details

<b>Unique reference number</b>	EY383166
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10301118
<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>	1 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Kinder Day Nurseries Limited
<b>Registered person unique reference number</b>	RP528542
<b>Telephone number</b>	02085507847
<b>Date of previous inspection</b>	11 January 2018

## Information about this early years setting

Fareacres Pre-School & Day Nursery - Gants Hill registered in 2008. It is situated in Gants Hill, in the London Borough of Redbridge. The nursery is open Monday to Friday, from 7am to 7pm, throughout the year. It receives funding to provide early education for children aged two, three and four years. The nursery employs 15 members of staff. Of these, 13 staff hold appropriate early years qualifications ranging from level 2 to 7.

## Information about this inspection

### Inspector

Paul Church

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum offered.
- The manager spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff and parents at appropriate times 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 nursery.

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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