

Inspection of Fareacres Pre-School & Day Nursery - South Woodford

1 Chelmsford Road, South Woodford, London E18 2PW

Inspection date: 19 March 2024

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

Staff are kind and attentive at this welcoming setting. They build nurturing relationships with children and promote their safety and emotional security well. Staff recognise that children benefit from being independent with their personal care and the environment and routines are well organised to support this. For example, staff consistently show toddlers how to use 'nose blowing stations', until they become adept at doing this by themselves. Staff help children to understand the expectations for behaviour. For instance, they remind them to be kind and to use good manners. Children demonstrate good social skills as they share ideas and resources in the 'mud kitchen'.

The manager and staff have high expectations for all children. They create a well-sequenced curriculum based upon children's interests and developmental needs. Staff plan a range of engaging activities, which spark children's curiosity and motivate them to learn. This helps all children to make good progress. For instance, children access a wide variety of resources and materials, which encourage them to experiment with making marks. This helps them to develop their early writing skills right from the start. Older children describe how they have practised drawing 'love hearts' and proudly demonstrate that they can now do this independently.

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

- Leadership in the setting is strong. The manager and owner are reflective of the provision and regularly evaluate the care and teaching that staff provide. Staff benefit from regular supervision to discuss key issues, including their own well-being and professional development. They access frequent training opportunities, to continually build on their good teaching skills.
- Staff monitor children's progress closely and swiftly identify where they may need additional support with their learning. They provide targeted learning experiences, such as 'attention bucket' sessions, to help children develop their listening and concentration skills. Staff liaise effectively with parents and outside professionals where needed, to help all children achieve as much as they can.
- Children and staff come from a diverse range of cultural backgrounds, which is recognised and valued within the setting. For instance, they celebrate a wide variety of festivals and religious events throughout the year. This helps children to learn about their similarities and differences in enjoyable ways. Older children go on outings, such as to the local library. However, there is scope for staff to further enhance this area of the curriculum, to deepen children's knowledge and understanding of the world.
- Staff provide a stimulating curriculum, to ignite children's love of learning. For instance, staff incorporate babies' fascination with animals and vehicles into the songs that they sing. They provide toys and props which capture the babies'

interest and motivate them to join in. Babies eagerly choose which songs they wish to sing, by pointing or trying to say words. Staff celebrate these early attempts at communication, which helps to further boost babies' self-esteem.

- Staff want all children to be confident and effective communicators. They provide lots of fun ways for children to practise speaking and listening, such as through stories, songs and lively conversations. Pre-school age children demonstrate good language skills. For example, they recall and repeat words and phrases from their favourite stories as they re-enact them at story time.
- The manager and staff promote healthy lifestyles for children very well. For instance, they recognise that cases of tooth decay are high within the local area. Therefore, they have introduced daily toothbrushing for children. Older children show a keen enthusiasm for being healthy. They explain that eating well helps them to grow and demonstrate their strong muscles as they jump as high and far as they can.
- Partnership with parents is a real strength of the setting. Parents describe the kindness and warmth of the staff and say that their children's individual needs are met. They comment that they are kept well informed about their child's progress and next steps in learning. This helps them to continue children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance the provision for extending children's understanding of the world further.

Setting details

Unique reference number	EY248647
Local authority	Redbridge
Inspection number	10316943
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	1 to 4
Total number of places	44
Number of children on roll	47
Name of registered person	Kinder Day Nurseries Limited
Registered person unique reference number	RP528542
Telephone number	02085053248
Date of previous inspection	17 May 2018

Information about this early years setting

Fareacres Pre-School and Day Nursery - South Woodford registered in 2003. The nursery is open each weekday from 7am to 7pm, all year round. The nursery employs 18 staff to work with the children, 17 staff hold early years qualifications. The manager has early years teacher status and other staff are qualified at level 1, level 2 or level 3. The provider offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager showed the inspector around the premises, she explained how they organise the environment and learning programmes for children.
- The inspector observed activities and interactions between children and staff, to help evaluate the quality of the education. This includes a joint observation with the manager.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.
- The manager and owner met with the inspector to discuss leadership issues, such as staff recruitment and suitability checks. They ensured that relevant documents were available for the inspector to view.

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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