

# Fairford Pre-School

The Park, Leafield Road, Fairford,, Glos, GL7 4JQ



<b>Inspection date</b>	26 June 2018
Previous inspection date	3 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff form strong partnerships with parents and they work successfully together to support children's good progress. Parents share information about what their child knows and can do when they start attending, which helps staff establish clear starting points for their learning. Staff guide parents well in supporting their child's learning at home.
- Children are very happy and settled in this welcoming pre-school. They form close bonds with staff, who are very caring and meet all children's needs. Staff work closely with parents to provide consistency of care for children. Children develop very good social skills and independence in their self-care.
- Staff measure individual children's progress accurately and build on their learning well. All children make good progress and are well prepared for the next stages in their learning. Children are enthusiastic and independent learners.
- Leadership is well organised and effective. The manager monitors staff practice effectively and helps them to make improvements to planning and teaching. Staff and managers work as a strong team to support each other's practice and all children's progress. They evaluate the provision for children and make continuous improvements.

### It is not yet outstanding because:

- Staff do not consistently provide enough guidance to help children to develop a greater understanding of the boundaries and expectations to demonstrate high levels of self-control in some situations.

## What the setting needs to do to improve further

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

- help children to develop a greater understanding of the boundaries and expectations for them to demonstrate higher levels of self-control in some situations.

### Inspection activities

- The inspector observed activities indoors, and assessed the impact on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and the two chairs of the committee. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and considered their views.

### Inspector

Catherine Sharkey

## Inspection findings

### Effectiveness of the leadership and management is good

Staff attend regular supervision meetings with managers to discuss their knowledge and practice. They work hard to achieve their personal targets and maintain continuous professional development. The manager and staff work closely with other early years professionals to share ideas and good practice and to support all children's learning and development. Safeguarding is effective. The manager and staff implement rigorous procedures to keep children safe. They understand how to identify and report any concerns about a child's welfare. The manager and staff update their safeguarding knowledge regularly.

### Quality of teaching, learning and assessment is good

Staff follow children's interests and allow them to lead their play and learning through discovery. For example, children find a beetle, and this prompts the gathering of bug boxes and magnifying glasses, as children are curious to examine it in more detail and hunt for other creatures. Staff ask children a variety of questions that challenge their thinking, such as asking them to find and name shapes. They ask children how they might put four different shapes into groups, and to decide which shapes they will collect. Staff help children to count each other at registration time and use mathematical language as children play, such as when they talk about big and small shapes.

### Personal development, behaviour and welfare are good

Children show they feel secure with the caring staff, such as when they go to them for cuddles and sit on their laps. They communicate their needs with confidence and interact very well with staff. Children gain confidence and good self-esteem. Staff value children's ideas and encourage them to try these out. For example, they guide their construction of sections of guttering that children want to roll balls down. Staff praise children for their efforts and achievements. Children engage in conversation with each other at mealtimes and develop their language well. Staff make good use of opportunities to challenge children's thinking at lunchtime, such as when they ask what they think the fruit in the teacakes might be. Staff prepare children very well for their moves to school so they are emotionally and developmentally secure.

### Outcomes for children are good

Children choose from a wide range of activities and resources both indoors and outside. They choose to draw and make marks with a variety of media and are beginning to form letters and numbers correctly. Children are imaginative in their play. For example, they use soil and sand to pretend to make dinner in the mud kitchen, and develop their language well through their conversations with other children as they play. Children follow instructions well and are confident to talk to staff about what they do at home.

## Setting details

<b>Unique reference number</b>	101477
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1126423
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Fairford Pre-School Committee
<b>Registered person unique reference number</b>	RP519900
<b>Date of previous inspection</b>	3 December 2015
<b>Telephone number</b>	01285 713176

Fairford Pre-School registered in 1993. The provider employs nine members of childcare staff, four of whom hold appropriate early years qualifications at level 2 or level 3. The manager holds early years professional status. The pre-school opens from Monday to Friday during term time. Sessions are from 8.30am until 3.15pm and on Friday from 8.30am to 12.45pm. The pre-school receives funding to provide free early education for three- and four-year-old children.

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