

# Fairfield Day Care Centre

Fairfield Primary School, Glenfield Road, STOCKTON-ON-TEES, Cleveland, TS19 7PW



## Inspection date

17 June 2015

Previous inspection date

19 January 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- Children are not kept safe at all times in this nursery. Staff do not always follow procedures that are intended to protect children from harm, including ensuring that children are always closely supervised.
- Leaders and managers do not act quickly to address and eliminate identified risks. Therefore, children's safety and emotional well-being are not prioritised and they are not fully protected from harm.
- Numerous and regular changes to the staff team have had a very negative impact on the quality of care in this nursery. As a result, the key person system is inconsistent and children are not fully supported.
- Staff do not consistently encourage children to behave appropriately. Consequently, some children are unclear about what is expected of them. They do not learn respect and self-control.
- The quality of teaching is variable and some activities do not interest or challenge the children. As a result, children's progress is not as rapid as it could be.

### It has the following strengths

- Children are generally well-supported to make progress from their individual starting points. Children with the lowest starting points are particularly well supported to make faster progress in their learning.
- The nursery works closely with the adjoining school to support children when moving between settings. Children are therefore emotionally well prepared for the next stage of their learning.

## **What the setting needs to do to improve further**

### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that risk assessments and procedures for keeping children safe are effective, known and understood by staff and are implemented at all times, including arrangements for ensuring that children are safely supervised
- ensure that the key-person system provides consistency for children's care and learning and that parents know who their key person is, as well as the responsibilities of that role
- ensure staff consistently support children's personal, social and emotional development by helping them to understand what appropriate behaviour is, and to respect each other.

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

- review the systems in place for ongoing supervision and staff training to ensure they are effective and support the nursery to evaluate and improve on the quality of teaching
- strengthen arrangements for evaluating the nursery provision by taking full account of the views of parents and staff.

### **To meet the requirements of the Childcare Register the provider must:**

- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (compulsory part of the Childcare Register)

## Inspection activities

- The inspector observed children's activities both indoors and outdoors.
- The inspector spoke to staff and children at appropriate times during the inspection, including staff in the adjoining school.
- The inspector spoke with a number of parents whose children attend the nursery.
- The inspector held a discussion with the manager.
- The inspector conducted a joint observation with the manager.
- The inspector accompanied a child and a member of staff on a visit to the adjoining school.

### Inspector

Clare Wilkins

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff use appropriate methods to observe and assess children's learning. Most children make steady progress. Activities are based on the next steps for children's learning. Planning is shared with the nursery staff of the school next door, meaning children's learning is supported consistently. However, the quality of teaching is not consistent with the level of staff qualifications. Some teaching methods do not fully engage children or ignite their curiosity. For example, children take part in a maths activity but become bored as they wait too long for their turn. Some activities do not allow children to actively participate and explore. For instance, as children's feet are painted to make Father's Day cards, they are not allowed opportunities to explore the paint and make their own creations. The resources available promote all areas of children's learning and they have free access to a well-equipped outdoor area. They enjoy exploring sand and water and use their imagination as they make pies and cakes using mud. Older children develop their physical skills as they enjoy climbing on the pirate ship and riding bikes.

### **The contribution of the early years provision to the well-being of children is inadequate**

Staff do not keep children safe from harm because they do not always follow procedures or pay attention to risk assessments. They are not vigilant enough to ensure children are supervised at all times. Therefore children's safety and emotional well-being are put at risk. Changes in staff have resulted in children's key persons changing often and some parents do not know who their child's key person is. This means there has been little continuity in children's care and learning and their emotional well-being is not fully supported. Staff do not consistently support children's behaviour well. For example, despite identifying a group of boys who become boisterous during outdoor play, staff allow them to continue, disrupt the other children and create potential risks to their own safety. Children's independence is promoted as they are encouraged to serve their own meals, drinks and snacks and clear away afterwards. They show confidence as they move around the nursery. Good systems support children well as they move on to school. For instance, staff provide children with photo books to familiarise them with the new setting.

### **The effectiveness of the leadership and management of the early years provision is inadequate**

Safeguarding children is not prioritised. Leaders and managers do not respond quickly to incidents in the nursery, meaning that potential risks to children's safety and well-being have not been eliminated. The manager understands her responsibilities but is not always able to fulfil them. For example, arrangements for managing the conduct of staff do not allow issues to be tackled swiftly. The manager supports staff development, but there is scope to focus this more on their teaching skills. She is reflective and reviews nursery practice, but this does not fully involve staff and parents. Therefore, it is not as effective in driving forward improvements as it could be. The nursery has strong working relationships with the school, parents and other agencies.

## Setting details

<b>Unique reference number</b>	EY428445
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	852880
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	48
<b>Number of children on roll</b>	59
<b>Name of provider</b>	4 Children
<b>Date of previous inspection</b>	19 January 2012
<b>Telephone number</b>	01642 581305

The Fairfield Day Care Centre was registered in 2001. It operates from within Fairfield Primary School in Stockton and is one of a number of settings run by '4 children'. The nursery employs 10 members of childcare staff. Of these, 8 hold appropriate early years qualifications at level 3 or above, including 1 with Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

