

Fareacres Pre School and Day Nursery

1 Chelmsford Road, South Woodford, London, E18 2PW



Inspection date

21 July 2015

Previous inspection date

25 November 2014

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|----------------------|----------|
| | Previous inspection: | Requires Improvement | 3 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Children's progress is closely monitored using an effective and consistent assessment and planning system. Children are making good progress in all areas and they are eager to learn through a good range of activities.
- Children are making very good progress in their social and communication skills because adults support them well during adult and child led activities.
- Adults understand how to keep children safe in the nursery and how to report any concerns they may have about a child. This means that children's welfare is safeguarded and child protection is a priority.
- Children's behaviour is excellent. Adults are good role models and they teach all children to behave well from an early age. This means that babies and young children have secure boundaries and older children are prepared for school.
- Leaders and managers have evaluated many aspects of the nursery since the last inspection. This has resulted in a programme of professional development for all staff to help them develop their knowledge and practice.

It is not yet outstanding because:

- Opportunities for older children to develop their reading and writing skills are mainly confined to specific areas of the room.
- Adults do not provide enough opportunities for children to develop their problem solving skills during planned activities.

What the setting needs to do to improve further

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

- improve the programme for literacy for older children by using written materials more generally and consider using visual written clues to support activities.
- increase the range of planned activities for older children to help them solve problems and make their own conclusions.

Inspection activities

- The inspector observed children's play and activities in all the group rooms and the garden.
- The inspector scrutinised a sample of children's assessment folders and checked how observations link to the planning of activities.
- The inspector observed individual children in each room to ascertain if they are happy and learning in the nursery.
- The inspector carried out a joint observation with the nursery manager to look at teaching practice.
- The inspector met with the leadership and management team to discuss improvements.
- The inspector spoke with parents and looked at an evaluation of parent feedback forms.
- The inspector sampled a range of documentation, including documentation relating to safeguarding.

Inspector

Debra Davey

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children are making good progress in all areas of learning. Taking into account the starting points of each child, adults plan and provide interesting activities to help children learn. For example, babies and young children respond well to stories and songs using puppets. They are secure in their environment and make good progress in their physical, communication and social skills. Adults take older children shopping for the ingredients to make their own snacks. They enthusiastically take part in the 'shop, cook and eat' activities which helps them develop a range of skills. All children enjoy a variety of activities in the nursery garden such as the mud kitchen, garden centre and bug hotel. This helps them learn about the world around them. Teaching is generally strong although there are some missed opportunities for older and more able children to extend their literacy and problem solving skills. However, the monitoring of children's progress, including those who need additional support is effective and consistent throughout the nursery. This means that all children are ready to move on to the next stage and are prepared well for school.

The contribution of the early years provision to the well-being of children is good

Care practices are of a very high standard. Home visits are offered when children start to allow children to get to know staff in their own home. This is followed up with careful introductions to the nursery. This means that children form secure links to their key person when they first start. Relationships between children and adults flourish because adults have a genuine caring approach. There is excellent interaction with babies and older children. Children learn to be polite, for example, they wait for their friends to serve their meal before everyone starts to eat together. This means that children have good manners and respect for one another. Independence is fostered well during daily routines as children serve their own lunch and help themselves to drinks. Adults have comprehensive knowledge of how to keep children safe and they know what to do if they suspect that a child is at risk of harm. This means that children's physical and emotional well-being is protected.

The effectiveness of the leadership and management of the early years provision is good

Leaders and managers fully understand and implement all requirements for the Early Years Foundation Stage. The management team have worked well together to bring about changes to achieve and maintain good outcomes for children. Effective supervision and training means that adults have the knowledge and skills to support every child. Monitoring of the nursery education and the progress of specific groups of children means that assessments are accurate and sharply focused on early intervention. Partnerships with the local authority and other agencies are strong. This means that leaders and managers are able to signpost parents to the help they need. Parents spoken with during the inspection are happy with the care and especially the approachable staff. Parent forum meetings are used to keep parents up to date with the latest developments.

Setting details

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| Unique reference number | EY248647 |
| Local authority | Redbridge |
| Inspection number | 1020722 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 44 |
| Number of children on roll | 55 |
| Name of provider | Kinder Day Nurseries Limited |
| Date of previous inspection | 25 November 2014 |
| Telephone number | 02085053248 |

Fareacres Pre-School and Day Nursery registered in 2003 and is one of two nurseries owned by Kinder Day Nurseries Limited. It is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday, from 7.30am to 7pm, all year. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. There are currently 14 staff working directly with the children. All staff, including the manager, hold appropriate early years qualifications and one member of staff has Early Years Professional Status.

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