

Fairfield Day Care Centre

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



Inspection date	16 December 2015
Previous inspection date	17 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Since the last inspection, the manager has made significant improvements and implemented considerable changes. These have improved the procedures for safeguarding and supervising children, as well as raising the quality of teaching and learning. Children make good progress.
- The experienced and well-qualified manager provides strong leadership. She is thoughtful and a reflective practitioner. She constantly drives forward improvements. She is supported well by the local authority advisers and a highly committed and strong team of staff.
- Staff involve parents in children's learning at every opportunity. Parents speak very positively about the nursery and the quality of interactions between staff, themselves and their children. They say their children enjoy learning, build good relationships with their key person and are cared for in a safe environment.
- Children's behaviour is good. For example, they thoroughly enjoy learning about the importance of following rules and boundaries in fun ways as they follow the adventures of Chippy the nursery toy elf.
- Children's safety is well considered. Thorough risk assessments are carried out to ensure the premises are safe. Staff are well deployed and remain vigilant at all times to keep children safe.

It is not yet outstanding because:

- Staff do not establish highly effective partnerships with all provisions that children attend to further support their learning.
- Children do not have enough opportunities to explore working technological equipment.

What the setting needs to do to improve further

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

- strengthen the partnerships with other providers and include all settings that children attend
- enhance the opportunities for children to learn about and use a variety of technology for different purposes.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to the headteacher of the adjoining school and representatives from the local authority and provider organisation.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Karen Tervit

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. A wide range of relevant policies and procedures are in place to underpin effective practice across all areas of the nursery. Staff know what to do if they are concerned about the welfare or safety of a child. The manager regularly seeks the views of children, parents and staff to help set priorities and drive improvement. She holds regular supervision meetings with the staff. The manager closely monitors the quality of teaching and provides targeted in-house and external training to help enhance staff's continuous professional development. This has a positive impact on the quality of teaching. Partnerships with parents and the adjoining school are exceptionally strong and these contribute to consistency in children's learning.

Quality of teaching, learning and assessment is good

Staff provide an interesting and exciting environment for children to learn in. Thorough assessments are carried out when children first start and these help staff to understand and plan around their starting points. Staff provide a good balance of adult-led and child-initiated learning, enabling children to make choices about what they wish to do. They help children develop their early mathematical skills as they encourage them to recognise written numbers and shapes as they play. Staff constantly talk to the children, commenting on what they are doing and asking questions to encourage their thinking and exploration. Children are given good opportunities to develop their literacy skills. Older children confidently recognise and sound out the letters in their name. Children develop their creative skills well. For example, they create their own 'cakes' from sand in the mud kitchen and have great fun with glitter and glue making 'elf hats'.

Personal development, behaviour and welfare are good

Staff take great care to settle children in gradually. This includes spending time getting to know children and their families before they start. Children settle quickly and demonstrate that they are confident as they move around, choosing where they want to play. Staff are very sensitive to children's emotional needs and are calm and gentle with them. This helps them to get on well and play cooperatively. Staff recognise and celebrate children's achievements at every opportunity. For example, children eagerly share new words they have learnt with their peers as they describe the owls in a story as being nocturnal. Children are developing good independence skills. For example, they carefully chop their fruit and successfully attempt to put on their own party clothes. Staff provide children with good opportunities to develop their physical skills, both indoors and outdoors. Children learn to take measured risks. For example, they climb and balance on the large wooden bricks and negotiate space well outdoors.

Outcomes for children are good

All children make good progress. They are motivated to learn and engage exceptionally well. Information gained from assessments is used well to track the progress of individual and groups of children. Staff have an accurate understanding of children's development to ensure that they are well prepared for their next stage in learning, such as nursery or school.

Setting details

Unique reference number	EY428445
Local authority	Stockton on Tees
Inspection number	1018171
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	48
Number of children on roll	31
Name of provider	4 Children
Date of previous inspection	17 June 2015
Telephone number	01642 581220

Fairfield Day Care Centre was registered in 2011. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm.

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