

Fairlands Day Nursery

Church Road, Shedfield, Southampton, Hampshire, SO32 2HY



Inspection date	30 May 2018
Previous inspection date	29 October 2015

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

- The manager and staff work closely together to drive ongoing improvement and have addressed the recommendations raised at the last inspection. For instance, they successfully share ideas of how parents can support children's learning at home, which contributes to their ongoing good progress.
- Staff are very caring and build strong bonds with all children, to support their emotional well-being effectively. Children, including the youngest, settle quickly and are happy, confident and eager to learn.
- The quality of teaching is good. Staff use new skills they gain to support children's learning. This is particularly effective in developing children's communication and language skills. All children, including those in receipt of additional funding and those who may require extra support, make good progress from their starting points.
- Children behave well. Staff are good role models and support older children in learning how to respect and value the differing needs of their friends. This helps children to gain skills that prepare them well for their future learning, including their move to school.

It is not yet outstanding because:

- Staff do not always use their knowledge of children's individual needs to plan precisely for their next steps in learning, to help them make more-rapid progress.
- Staff sometimes miss opportunities to develop fully children's understanding of numbers and counting.

What the setting needs to do to improve further

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

- improve planning to focus more precisely on what children need to learn next, to help them achieve the best possible outcomes
- make better use of opportunities that arise for children to practise their developing counting skills.

Inspection activities

- The inspector observed the quality of teaching both indoors and outside, and the impact this has on children's learning.
- The inspector spoke to the management team, staff and children, at convenient times during the inspection.
- The inspector spoke to parents during the day and took account of their views and the written views of parents provided.
- The inspector checked evidence of the suitability of the staff, confirmation of staff training, recruitment procedures and policies; looked at a selection of children's records; and discussed safeguarding procedures and the self-evaluation process.
- The inspector carried out two joint observations with the manager.

Inspector

Tara Naylor

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of their roles and responsibilities in keeping children safe, including from extreme views or behaviour. They know how to identify and report any concerns they have about a child's welfare. The manager implements effective coaching and supervision of staff to help improve their knowledge and teaching skills. She monitors the progress that children make and identifies the progress that different groups of children make. This helps her to identify areas where teaching needs to be focused to ensure that outcomes for all children are good. The manager and staff work in good partnership with other provisions, such as schools, to support older children in readiness for their future learning.

Quality of teaching, learning and assessment is good

Staff are qualified, knowledgeable and experienced. They make regular observations and assessments of children's learning and provide a broad range of stimulating activities for children of all ages, which motivates their play. For instance, staff help older babies develop their small-muscle skills as they experiment with mixing porridge oats, water and sand. Staff interact positively with children, and make good use of opportunities to challenge their thinking. For instance, as two-year-olds make dough, staff encourage them to think about what ingredients they will add and what will happen to the dough as they add water and paint. Staff place a strong focus on building children's speaking and listening skills effectively. For instance, small-group times enable older children to hear and recognise rhyming words, to help support their language and early reading skills.

Personal development, behaviour and welfare are good

Staff are good role models and treat children with kindness and respect. In turn, children learn how to value the differing needs of their friends and develop good social skills. For instance, when younger children notice that their friends do not have paper to draw on, they happily find some for them and encourage them to join in. Staff promote children's physical skills well. For instance, they help older children learn how to coordinate their bodies to jump on two feet and balance on one foot as they play hopscotch. Staff take the time to get to know children's individual care needs well. Parents comment very positively about how this helps their children settle happily into the nursery.

Outcomes for children are good

Older children acquire skills they need to continue their successful learning at school. They learn to follow expectations, such as when sitting together as a whole group to take part in activities. Babies enthusiastically join in with favourite nursery rhymes, and they sing and copy actions to some songs. Two-year-old children develop skills in readiness for writing, such as drawing and using dough to help strengthen their small-muscle movements. They use tools, such as rolling pins and cutters, with increasing control.

Setting details

Unique reference number	EY380797
Local authority	Hampshire
Inspection number	1130246
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	0 - 5
Total number of places	80
Number of children on roll	78
Name of registered person	Fairland's Nursery School Ltd
Registered person unique reference number	RP903065
Date of previous inspection	29 October 2015
Telephone number	01329 834 848

Fairlands Day Nursery registered in 2008 and is located in Shedfield, near Southampton. It is open throughout the year from 7.15am until 6pm, Monday to Friday. The nursery receives funding for early education for children aged two, three and four years. There are 13 members of staff who work with the children. Of these, 10 hold relevant early years qualifications at level 3 and above, and one member of staff holds a level 6 qualification.

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