

Inspection of Fairhaven Under Fives Centre

Fairhaven Primary School, Barnett Lane, STOURBRIDGE, West Midlands DY8 5PY

Inspection date: 24 October 2019

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and settled attending. They develop wonderful relationships with staff and their peers. Staff are excellent role models. They consistently reinforce boundaries and praise positive behaviour. As a result, children demonstrate exemplary behaviour and excellent social skills. They are kind, learn to take turns and respect one another. Staff provide children with a vast range of experiences that reflect their individual interests. Children are eager to join in and are highly motivated learners. Their communication, language and literacy skills are developing particularly well. Staff enthusiastically interact with children during welcome group sessions and group singing sessions. They introduce new vocabulary, such as 'tusks', as they find out about animals. They repeat words back to children when reading fact books to fully support their pronunciation. Children benefit from a plethora of opportunities to engage in physical play and learning outdoors. For example, they display high levels of self-control as they practise yoga positions and learn to move their bodies in different ways. Managers are immensely passionate about what they do. They regularly reflect on practice and use their expertise to ensure that children have the best possible start to their education. Staff go above and beyond to support each child's individual needs. They have very high expectations for every child and what they can achieve. Children thrive at this setting, including those with special educational needs and/or disabilities (SEND).

What does the early years setting do well and what does it need to do better?

- Teaching is inspirational. Staff skilfully observe, track and review children's development. All children benefit from allocated time with their key persons every week. Highly effective monitoring of children's progress ensures that they achieve to the best of their ability. This helps to minimise any gaps in learning. Children are remarkably well prepared for the transition to school.
- Children concentrate exceedingly well during activities. They extend their own learning as they explore mathematical concepts, such as capacity and measurement. They delight as they hunt for numbers in slime and enjoy observing what happens when they attempt to sieve it. They express a love for music during circle time as they use sticks to make sounds and develop an understanding of different beats, including fast and slow.
- Staff provide a wide range of enthusing learning opportunities that reflect children's current interests. They encourage children to be confident and lead their own learning. Children are naturally inquisitive and enjoy making choices during their play. They show joy as they observe what marks they create as they carefully press dinosaurs into play dough.
- Partnership working is superb. Staff get to know families tremendously well and find out how their children learn best. Parents speak very highly of the

experiences their children receive. Staff work closely with a wide range of professionals and local settings to support children's learning and early years experiences.

- The curriculum builds on what children know and can do. Staff skilfully introduce new learning concepts to children during activities. For example, staff help children to make autumnal wreaths by collaging with leaves. Staff support children to examine the leaves closely and identify different parts. Children begin to develop their creativity and develop an amazing awareness of the world around them.
- Children listen intently and carefully follow instructions. They relish having lots of responsibility and act as 'table helpers'. They independently prepare and cut fruit for their peers at snack time. Children demonstrate exceptionally high levels of self-awareness for routines. They recognise that when staff shake maracas it is tidy-up time and independently put on their coats before going outside.
- Managers support staff extremely well and show genuine care for their well-being. They support them to manage their workload and provide them with ongoing opportunities to progress. Staff regularly meet with managers to share feedback, set goals for the future and discuss training needs. Staff disseminate new training information to other members of staff during weekly meetings.
- Staff provide children with excellent opportunities to learn about people and communities who are different to themselves. They invite key staff and children from the local specialist pre-school to visit weekly and managers are currently planning to invite care home residents into the setting to sing and read with children. As a result, children develop highly positive attitudes towards others.
- The nursery is highly inclusive. The special educational needs coordinator is extremely knowledgeable. She works closely with professionals at the local specialist pre-school to share resources and ideas. Children with SEND benefit from targeted support as early as possible. Managers also make exceptional use of any additional funding. This helps to ensure that all children make rapid progress.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures all staff receive safeguarding training and regular updates. Managers and staff understand the signs of abuse and neglect, including wider issues relating to the 'Prevent' duty legislation. They are confident to follow the local authority procedures. Staff know what to do should they have concerns about the conduct of a colleague. Effective procedures are in place to ensure staff and visitors do not use their mobile phones and cameras in the presence of children. Security within the setting is a priority. Managers and staff ensure the indoor and outdoor environment are safe and secure at all times.

Setting details

Unique reference number	EY377174
Local authority	Dudley
Inspection number	10116385
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	30
Number of children on roll	38
Name of registered person	Fairhaven Under 5's Centre Ltd
Registered person unique reference number	RP528187
Telephone number	01384 813 977
Date of previous inspection	13 May 2015

Information about this early years setting

Fairhaven Under Fives Centre was registered in 2008. The setting employs five members of childcare staff. All staff hold appropriate early years qualifications ranging from level 3 to level 6. The setting opens from Monday to Friday, term time only. Sessions are from 8.30am until 11.30am and 12.15pm until 3.15pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dale Ramsey

Inspection activities

- The inspector had a tour of the premises with the managers and held discussions about how they safeguard children, promote their welfare and foster learning.
- The inspector observed the quality of teaching during activities, indoors and outside, and assessed the impact this has on children's learning. The manager and inspector also carried out a joint observation of a planned activity.
- The inspector held discussions with staff and children at appropriate times during the inspection.
- Parents spoke to the inspector and shared their views about the quality of the setting.
- The inspector met with the management team and discussed the leadership and management of the setting.
- The inspector sampled documentation, including staff suitability checks and children's records.

We carried out this inspection 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.

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