

Fairfield School

Inspection report for early years provision

Unique Reference Number	EY242237
Inspection date	09 June 2008
Inspector	Patricia King
Setting Address	Leicester Road, Loughborough, Leicestershire, LE11 2AE
Telephone number	01509283700
E-mail	admin@fairfield.leics.sch.uk
Registered person	Roger Outwin-Flinders
Type of inspection	Nursery Education

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Fairfield Preparatory School is an independent primary school and part of the larger Loughborough Endowed Schools complex. The children come from a wide catchment area around the city of Leicester, Leicestershire, Nottinghamshire and Derbyshire. The school operates a full day session, with registration at 8:45 and the day ends at 15.40. There are three terms a year. All children share access to fully enclosed outdoor play areas.

There are currently 22 funded children within the three reception classes. The setting is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language. Each class has a qualified teacher, who is the Early Years Co-ordinator, and a full-time nursery nurse, they teach physical education. In addition there are further qualified staff who teach music, Information Communication and Technology (ICT). The Head of the Pre-preparatory Department also teaches part-time in the reception classes.

Helping children achieve well and enjoy what they do

The provision is outstanding.

The quality of teaching and children's learning is outstanding. Children are making excellent individual progress towards the early learning goals. They demonstrate a strong sense of belonging because they enter the classroom confidently, eager to participate in the activities and daily routines. Children have a positive attitude to learning fostered by enthusiastic staff and the excellent range of opportunities provided. This engages and stimulates their interest and ensures that they are making excellent progress in all areas of learning. Children are confident to select and carry out activities independently and work together in small ability groups to complete structured activities such as writing and topic based work. They are confident and skilled speakers and use words competently in discussion and imaginative play. They proudly talk about their work on display and the photos of them at play, which effectively promotes their confidence and self-esteem. Children have excellent awareness of right and wrong in line with their stage of development and respond happily to the consistent, good role models, praise and encouragement given by staff. They are delighted when their good behaviour is recognised which means they are spurred on to respect and help others. They are developing a positive sense of themselves and learning to show care and concern for others as they are involved in fundraising for local and national charities.

Children listen intently to a familiar story in a group and make positive contributions, for example, they were interested and engaged in the story of the caterpillar and eagerly offered suggestions about the behaviour of the other creatures. They are learning to use verbal and written language well to recall and record events, for example, all eagerly and most skilfully wrote about their trip to the park and the museum. All children are praised for their effort which means they are encouraged to build upon their learning and achievements. Children are consistently encouraged by adults to develop their mathematical learning in well-planned and imaginative activities. For example, they measure, count and use mathematical language such as shape, size and volume in innovative activities such as edible adding, looking for three dimensional shapes in the environment and playing skittles. This means that opportunities for the children to make progress in mathematical development are captured successfully.

Children are confident in the use of IT and programmable toys and some use the computer skilfully. For example, they compete for the opportunity to assist the use of the interactive white screen. Their knowledge of technology is promoted by carefully planned activities such as touring the school's technology resources and administrative support and an outing to the space centre with interactive opportunities. Children use small tools and equipment such as scissors, glue spatulas and spades with confidence and skill. They are learning to handle larger tools safely and skilfully, for example, they use drills and hammers to experiment and break down the ice spheres they have made. They are interested in and investigate with all their senses, for example, they are following the development and growth of their caterpillars with enthusiasm. They speak knowledgeably about what will happen next and how to care for the creatures to ensure they complete their life cycle successfully

Children have excellent opportunities indoors and outside to develop their physical skills, for example, they practise brain gym, use the extensive large play apparatus with skill and confidently take part in games on the extensive sports fields. Children are learning about other cultures and lifestyles through an informed and interesting range of activities. For example, they celebrate festivals and are learning about customs and significant events in the lives of

others such as Diwali and Chinese New Year. They are learning to recognise and value diversity by engaging in activities such as learning their morning greetings in different languages. This means that children are becoming aware of the wider world and their place in it. Children's spiritual, moral, social and cultural development is fostered. Children have easy access to a wealth of props such as puppets and dressing up clothes to support imaginary play. They have quality opportunities to explore and experiment with music and sound introducing them to instruments and sound patterns.

Staff work as a cohesive well-organised team to plan and provide a wide range of stimulating and inspiring, learning opportunities. They have a comprehensive understanding of the Foundation Stage and how children learn. Planning covers all areas of learning thoroughly and effective systems are in place to ensure that children's progress is efficiently recorded and checked to secure children's learning. Staff consistently observe and note what children can do and records of children's achievements are kept up to date efficiently. They know the children exceedingly well and use effective questions and spontaneous opportunities to help children learn through their play. Staff are fully committed to promoting positive outcomes for children and achieve this successfully in practice.

Helping children make a positive contribution

The provision is outstanding.

The partnership with parents of children receiving early education is outstanding. Parents receive excellent information about the setting and detailed guidance about the Foundation Stage. Comprehensive policies and procedures are included in the prospectus to inform parents of the management and operational routines of the setting. Parents are asked to share what they know about their child's stage of learning and development when they enter funded education and staff meet and talk to parents daily to share and exchange any relevant details, developments or news. Parents report that they feel valued, fully included and involved in their children's learning. They are fully satisfied that their comments and requests are taken seriously. This means that staff build effectively upon parent's input to progress and secure children's learning.

Organisation

The organisation is outstanding.

The quality of leadership and management for early education outstanding. The leadership promotes a clear vision to focus upon personal development and learning for all children attending the setting. This means the setting positively fosters an inclusive environment where every child is recognised and valued as an individual, successfully nurturing their confidence and self-esteem. Training and development of staff is a priority to secure knowledge and keep up to date with developments, for example, the Early Years Foundation Stage. The systems to monitor and evaluate the delivery of early education are well established and secured to ensure that all children make outstanding progress according to their individual capabilities and starting points and their learning is interesting and fun. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk