

Fairway Children's Centre

Fairway Primary School & Children's Centre, The Fairway, LONDON, NW7 3HS

Inspection date

Previous inspection date

23/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- The key person system is highly effective and results in children forming secure emotional attachments. Children feel safe and secure and this forms an exceptionally strong basis for their learning.
- The setting offers a highly stimulating environment for children. Staff skilfully interact with children and implement a very effective observation, assessment and planning systems. Consequently, all children make exceptionally good progress in their learning and development in relation to their starting points.
- The setting forms excellent partnerships with parents and other professionals involved in children's care and learning. This enables children's individual needs to be met very consistently and results in outstanding continuity.
- The management and staff demonstrate an extensive commitment to provide high quality care and education to children. They rigorously monitor and review their practice and service in order to make ongoing targeted improvements that benefit the children and their families.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the two children's rooms during play, in the garden and at lunch time.
- The inspector spoke with parents and took account of their views.
- The inspector looked at children's assessment records and planning documentation.
- The inspector held a meeting with the deputy manager and qualified teacher of the setting.
- The inspector sampled the setting's policies and procedures and other documentation.

Inspector

Katie Dempster

Full Report

Information about the setting

Fairway Children's Centre registered in 2001 and re-registered in 2012 due to a change in management. It is now managed by the Governing Body of Fairway Primary School and Children's Centre. The Children's Centre is situated in Mill Hill in Barnet. Children have access to two play rooms and two outdoor areas. In addition to day care facilities, the Children's Centre offers wrap around care for children attending the nursery class from Fairway Primary School. The Centre is open from 8am to 6pm for 48 weeks a year. The Centre is registered on the Early Years Register. There are currently 92 children on roll. The Centre receives funding for the provision of free early education for children from the age of two. They are able to support children with special educational needs and/or disabilities and children who speak English as an additional language. The Centre employs 13 staff to work with the children, all of whom hold relevant early years qualifications.

What the setting needs to do to improve further

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

- enhance children's imaginative play making more use of their senses, for example through introducing atmospheric features to the role play area.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children thrive in the welcoming and friendly setting. All staff have an excellent understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Staff plan very effectively for children's individual learning needs, taking into consideration how children learn as well their changing interests. For example, recent training on 'schemas' means that staff very effectively observe patterns in children's behaviour during play in order to identify learning styles. This enables staff to plan more effectively for each child's individual needs. The highly effective systems of observation, assessment and planning helps to ensure that each child's progress is monitored closely. Staff use the two-year-old progress check well to report on children's development, making in-depth reports on children's current progress in partnership with parents. These careful steps ensure that any gaps in children's learning are swiftly identified and that all children are able to make excellent progress. Staff plan excellently for the areas of learning and take great care in ensuring the environment and

activities are inviting and stimulating for children. Staff use powerful teaching techniques to engage children's learning. For example, they provide children with the tools to problem solve and be active learners. This is done through providing a challenging and motivating educational programme.

Children have tremendous fun 'fixing' keyboards, cameras and other items at the technology table. They use a range of tools to take apart the items and put them back together again. Staff ask open questions to encourage children to think about what they are doing; 'What do you think we need to fix this?' the child correctly says, 'We need some screws!' Staff are skilful in linking many of the areas of learning into one activity. For example, children thoroughly enjoy helping to pot some plants. They take turns to choose the flowers, talk about what they are and learn how to plant them and what they need to grow. Children then make labels for the pots and talk about the changes they might notice. This activity successfully supports children's social skills, their understanding of the world, physical development and early writing skills.

Children have a wonderful time using their imaginative skills. Children in the younger room use a range of real life items in the role play area and enjoy caring for the babies in the 'baby clinic' where they use real wipes and nappies to extend their play. The role play area in the older children's room is set up equally well, although staff miss some opportunities to engage the older children with atmospheric features to extend their ideas, for example, through the addition of different sounds, lighting and smells.

Children with special educational needs, and their families are given outstanding support. Through the exceptional emphasis placed on working with parents and ongoing and relentlessly applied partnerships with other professionals involved, children receive first class support within the setting. For example, the setting's special educational needs co-ordinator works in unison with other relevant professionals to ensure the setting environment is set up to offer the children as much opportunity as possible. As a result of the highly effective implementation of children's Individual Development Plans, all children make excellent progress.

Children learning English as an additional language are supported equally well. Staff are able to assess children's level of English during home visits which helps them to establish the level of support the children may require at the setting. Staff also provide parents with information of the services within the children's centre, for example, language classes, that will then have a direct impact on the children. Parents provide staff with key words in their home language to use with the children during play. Staff provide dual language books, plan activities around rhymes and repetitive stories and provide parents with a recording tool so they can record themselves singing songs to be used during play. This highly values children's home languages and supports children effectively to learn English alongside their home language.

The key person system is highly effective and results in children forming secure emotional attachments. A major contribution to establishing these positive attachments are the home visits that take place before each child starts the setting. The key person and a senior member of staff visit the child and family in their home environment. This provides staff with a valuable opportunity to begin close partnership working, discuss the needs of the child and make observations to inform starting points. This excellent establishment of partnership working also serves as great support for children's move from home to the setting. Staff prepare children for further transitions exceptionally well. For example, children regularly mix with their peers and where possible visit their new setting with their key person.

Staff provide excellent support to children including their behaviour, independence and making relationships. Planned activities with a focus on children's patience, turn taking and collaborative working, result in children who are able to share, be kind to one another and behave positively. Various opportunities throughout the daily routine allow children to be independent, for example, they hang up their coats on hooks labelled with their name and photo, and help prepare for lunch, as they set out the plates and cutlery. This ongoing focus placed on children's independence further supports them in the next stage of their learning.

The extremely well planned environment enables children to benefit significantly from the free access between indoors and outdoors. The doors to the garden remain open, allowing children the choice of where to play. The vast range of equipment and resources enables children to engage in plenty of physical exercise that involves climbing, balancing, and negotiating space and weight. As a result, children develop excellent physical skills and learn about risks and moving safely. Children show great enthusiasm to join in and concentrate upon their chosen activity. Staff use the extensive range of resources and the environment well to promote all-round learning. This results in the children exploring the equipment with enthusiasm. Visits from dentists and dance and movement sessions help children learn the importance of healthy lifestyles. Children learn about the importance of brushing their teeth and learn the effects of exercise as they feel their heart beats after lots of running around.

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

The leadership and management of the setting is exemplary. The deputy and entire management team have a passion to provide high quality care and education for children and excellent support for their families. This clear drive is equally shared by the staff team who are motivated and conscientious. There is a strong commitment towards the continuous development of the setting in order to maintain the existing excellent practice. Staff closely monitor the delivery of the educational programme and the development children make to ensure that practice is consistently high and that every child's needs are

met. Managers fully endorse the continuous professional development of staff in order to further develop their knowledge and skills for the benefit of the children and their families. The staff's in-depth knowledge of their responsibilities to meet the welfare, and learning and development requirements means that they meet children's individual needs extremely well. Excellent observation, assessment and planning means that staff plan very effectively for all children. As a result, the educational programmes are highly enriching and enable all children to flourish at the setting.

Supervision of children, well established roles and clear policies and procedures contribute to the safety and welfare of the children. Arrangements for safeguarding children are securely in place. Staff show a firm understanding of the thorough safeguarding policy and where to find relevant information should they need it. Staff receive regular training in safeguarding to update their knowledge. Staff conduct daily checks on the premises and robust written risk assessments further help to ensure the safety of the children. The recruitment procedure is robust and ensures that all staff have suitability checks before working with the children.

Through the exemplary partnership working with parents and other professionals, children needs are exceptionally well met. Clear and well established systems are in place for the support of all children and to ensure appropriate intervention is secured and support is widely available.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY451901
Local authority	Barnet
Inspection number	889347
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	52
Number of children on roll	92
Name of provider	Fairway Primary School and Childrens Centre Governing Body
Date of previous inspection	not applicable
Telephone number	02083593730

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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