Inspection of Fairfield Preschool Limited

Fairfield Village Hall, Stourbridge Road, Fairfield, Bromsgrove, Worcestershire B61 9LZ

Inspection date:	13 May 2025

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive with excitement at this vibrant and caring setting. Staff offer care and compassion to all children. This helps them to feel safe and supports positive relationships. Staff create inviting learning spaces for children to explore each day. Children confidently make choices about where they would like to play and invite others to join them. They demonstrate kindness towards their peers and use positive language and good manners. Children follow the routines of the setting and happily take part in tidy-up times.

Staff provide opportunities for children to develop their strength and coordination. Children practise using scissors when creating models. They learn how to handle and use them safely. Children use their imaginations to create animals out of cardboard. They talk about the colours and staff help them to practise mixing colours to find the correct shade that they need.

Children learn how to live healthy lifestyles. They pour themselves water from cylinders containing fresh strawberries or cucumber. At snack time, children use tongs to select a variety of fruits and vegetable snacks. Children are offered opportunities to explore foods from other countries and cultures through tasting and cooking activities.

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

- Leaders and managers have developed a curriculum where children take part in first-hand experiences to immerse them in new learning. For instance, they learn about growth and life cycles through observing and caring for eggs as they hatch into chicks. Children confidently use resources to talk about the life cycles of frogs and the changes that take place as they grow and develop. Parents are invited to bring in their family pets to develop children's wider knowledge of animal, such as rabbits and tortoises.
- Staff and managers get to know children very well. They conduct appropriate assessments of children in a timely manner and take swift action if they have concerns about a child's development. Staff sequence their teaching effectively to build on what children already know and can do. This helps all children to make good progress across all seven areas of learning.
- Books are valued as essential learning resources in this nurturing setting. Children are immersed in imaginative learning opportunities as they journey through stories with their peers and adults. Children join in with familiar stories as staff pause for them to finish sentences. They discover that they can learn facts from non-fiction books and discuss this with adults and peers. For instance, when creating a snake, children talk about their fangs containing venom.
- Children are keen and active learners. They develop their social skills through

opportunities to gather with peers in small-group learning. Children demonstrate good listening and attention as they listen to others as they share their news. They confidently stand up to talk about their recent holidays and answer questions from their friends.

- Parents speak very highly of the pre-school team and the care and education that they provide. They feel confident that their children are safe and loved. Staff work with parents to support effective toilet training routines. Parents are taken on a journey through their child's learning. They receive consistent communication about activities and learning that takes place and how they can continue this learning at home.
- Staff and managers work closely with other agencies to support children's learning needs and their transitions into the next stage of their education. They recognise the importance of partnership working with experts, such as acting on advice from speech and language therapists. Children are prepared well for their transitions to school. They explore the uniforms that they will wear and take part in regular visits to the school grounds.
- Leaders and managers are passionate about offering an inclusive service to all children. They have ambitious plans for the future of the setting and share these with the staff. Staff feel valued and speak highly of the management team. They receive appropriate mandatory training and regular supervision opportunities. However, training is not always consistently monitored to help staff to extend children's learning to the next level.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- monitor effectiveness of training to enhance staff understanding of how to take teaching and learning to the next level.

Setting details

Unique reference number	EY436665
Local authority	Worcestershire
Inspection number	10380860
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	30
Name of registered person	Fairfield Preschool Limited
Registered person unique reference number	RP531098
Telephone number	07960060024
Date of previous inspection	26 June 2019

Information about this early years setting

Fairfield Preschool Limited registered in 2011 and is located in Bromsgrove, Worcestershire. It employs six members of childcare staff, five of whom hold appropriate early years qualifications ranging from level 3 to level 6. The pre-school operates term time only. Sessions are from 8am to 3pm on Monday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Ali Myers

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during a group activity.
- Staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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