

# Fun Frogs Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY360904

**Inspection date**

10/03/2009

**Inspector**

Terence Bond

**Setting address**

Lacey Green Primary School, Barlow Road, Wilmslow,  
Cheshire, SK9 4DP

**Telephone number**

01625 441 798 or 0777 332 1064

**Email**

**Type of setting**

Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Fun Frogs Day Nursery has been registered since 2007. The nursery is based at Lacey Green Primary School in the Wilmslow district of Cheshire. The group is privately owned and is able to provide full day care for up to 40 children aged from birth to eight years. There are currently 44 children on roll, of whom 17 receive nursery funding and 35 attend after school or during the holidays. The nursery is open every weekday throughout the year from 07.45 to 18.00. There are two playrooms, a kitchen and toilet facilities. There is an enclosed outdoor play area for physical play activities.

The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The setting is able to support children who speak English as an additional language and children who have learning difficulties and/or disabilities. The registered person is responsible for the day-to-day operation of the setting and 10 members of staff hold appropriate early years qualifications.

## **Overall effectiveness of the early years provision**

Overall, Fun Frogs Day Nursery makes good provision for all children. It provides a welcoming and secure environment and ensures that they are happy and well cared for. Children make good progress in their learning and development because they are able to experience a wide range of interesting learning opportunities. Whilst staff carry out and record daily observations and assessments, this information is yet to be formalised so that it can be used effectively to determine the next steps in children's learning. There is support for individual children's needs through informal links with parents and outside agencies, although parents do not receive any formal written information about their children's progress and achievement. The enthusiastic manager shows an on-going commitment to improving the quality of service, which the setting provides for all the children, and there is good capacity to make further improvements.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- further develop observation and assessment procedures to determine the next steps in children's learning using the Early Years Foundation Stage document
- inform parents fully about their children's progress and achievement.

## **The leadership and management of the early years provision**

The enthusiastic manager leads and manages the setting well, with a strong sense of purpose to bring about further improvement. Staff demonstrate an on-going

commitment to developing their professional expertise through involvement in training related to the Early Years Foundation Stage. Staff clearly understand their roles, responsibilities and work well together as a team. The key person system works well in practice and helps to meet the needs of individual children. Staff undertake daily observations and assessments of children but do not always use this information effectively when planning the next steps in children's learning.

Staff maintain all required documentation to ensure the smooth running of the setting. All undergo the appropriate vetting procedures to confirm their suitability to work with children. They carry out risk assessments on a regular basis, to help safeguard the children. For example, they carefully inspect all items of outdoor equipment prior to their use by the children. Whenever they accompany the children outside the setting, such as a visit to a local garden centre, rigorous procedures are put in place to ensure the children's safety.

Self-evaluation processes are continuing to develop. This includes a review of the existing indoor and outdoor provision, as well as plans to improve the accommodation and resources. An up to date information board, a range of informative pamphlets and leaflets and informal meetings with parents help to maintain a positive dialogue between staff and parents. However, a more formal approach to inform parents of their children's progress and achievement is yet to be fully established.

## **The quality and standards of the early years provision**

Children make good progress in their learning and development. Their confidence develops well and they eagerly talk about their experiences and feelings. They readily engage in their play and staff are attentive and supportive. For example, they sit and share activities such as art and craft, clay modelling and computer games. These provide worthwhile opportunities for children to develop their language and communication skills. In addition, staff are improving the balance between adult-led and child-initiated activities so that the children can develop their independent skills. Children play together harmoniously and in an atmosphere of mutual respect. They particularly enjoy the 'stretch and grow' activity, which is provided to small groups by a visiting instructor. This enables the children to develop their understanding of how important it is to exercise and stay healthy.

All indoor and outdoor activities are well supervised and this reflects the high priority the setting gives to the welfare and safeguarding of the children. Babies enjoy their time spent at the nursery. They are cared for in a warm and inviting room where they have the freedom to choose from a range of toys that are provided to enhance their development. The setting meets children's health needs well. They enjoy healthy snacks, including fruit, raisins and milk, and have access to a regular supply of fresh water. Children develop self-care skills, as they remember to wash their hands at appropriate times. Staff take great care to minimize the risk of cross-infection as they hygienically clean table surfaces prior to lunchtime.

The children benefit from wholesome cooked meals, which are prepared on the

premises. They have excellent appetites and enjoy the meals, which are healthy and nutritious. Mealtimes also provide opportunities for children to develop their social and interpersonal skills and staff use these occasions very effectively. Although staff have informal discussions with parents about individual children, the on-going sharing of information is not fully established. For example, they do not pass on specific information about what children know and can do.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection

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.