

# Fun to Learn Nursery, Pre-School and Activity Club

Inspection report for early years provision

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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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 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.

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## Description of the setting

Fun To Learn Nursery, Pre-School and Activity Club opened in 1998. It is a privately owned provision which operates from three interlinking mobile classrooms situated within the grounds of Newport Primary School, Newport on the Isle of Wight. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It currently caters for a maximum of 66 children in the early years age range. At the time of inspection there were 178 children on roll, of these, 54 are in receipt of government funding for nursery education. Support is able to be provided for children with special educational needs and/or disabilities those who speak English as an additional language.

The provision opens five days a week all year round from 7.45am until 5.45pm. Flexible sessions are available within these times. The manager employs a total of 18 staff, of these, 12 regularly work with the children funded for nursery education. Most staff are qualified to NVQ Level 3 in childcare. One is at Level 2 and two staff are currently attending courses to gain an NVQ Level 2. Four staff are studying for a degree in childcare related courses. The provision's manager is studying for Level 4. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP), the early years development worker and a children's centre attached teacher. There is disabled access to the setting.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are provided with a good level of provision and thoroughly enjoy the wide range of activities on offer. There are some outstanding elements such as the care provided for, and the personal development of the children. Leaders have a strong commitment to improvement and this is demonstrated by the encouragement given to staff to undertake specific training in childcare. The developments to the provision, particularly to the accommodation, since the last inspection reflects a good capacity to sustain further improvement.

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

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

- ensure that when planning, more attention is given to identifying what children are specifically expected to learn
- ensure that more adults are involved in monitoring and evaluation procedures.

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

The leadership of the provision is extremely committed to improvement. This is effectively shared with staff who all subscribe to the vision for developing outstanding provision. High expectations of staff exist and staff are kept aware of the latest childcare developments because an excellent approach to staff development is adopted. Many are encouraged to pursue qualifications beyond those normally expected. The staff are fully aware of the inclusive nature of the provision and ensure that all children participate in the varied activities on offer. For example, children gathered around the wildlife pool were all given the opportunity to see and comment on the tadpoles taken from the water.

Senior leaders have also driven improvement through good approaches to formal, written self-evaluation. Consequently, plans for future development are clear and relevant. On occasions the collection of more evidence for judgements is required. The provider is aware of the need to widen the involvement of parents, staff and children in the monitoring and evaluation process if all views are to be considered when drawing up development plans. All the requirements from the last inspection have been well met. There is a very good range of clearly written policies which are regularly reviewed by senior leaders and staff and are easily accessible to parents.

Arrangements for safeguarding children are excellent with regular training for staff in place, regular checks conducted on children, and attention in policies to the welfare of children. All staff are checked for their suitability to work with children. The welfare of the children is considered paramount. For example, most staff have qualifications in paediatric first aid. There are very clear guidelines to staff about what to do in the event of an injury or emergency, relevant records are kept, and valuable written medical guidance goes home when necessary.

The accommodation is secure and daily risk assessments complement the more strategic assessments made at times throughout the year. Not all children attend all sessions, so to ensure all children have relevant knowledge and experience, three fire drills had taken place since the start of this school year. The provision is also willing to engage with other professionals to ensure the well-being of children, and good partnerships are formed with speech and language and special educational needs and/or disabilities support teams that benefit the children. Parents are kept well informed through newsletters and the recently introduced parents' evenings and email address.

The children are able to access resources easily. The provider ensures that the resources are clean, safe and contribute effectively to learning.

## **The quality and standards of the early years provision and outcomes for children**

The children respond extremely well to the caring environment. Key persons help ensure that the provision knows the children very well. At this early stage of the year much of the focus is on getting to know the likes and dislikes and learning needs of any new children. Effective induction procedures result in very settled children who relate extremely well to adults and their peers. The children behave exceptionally well, working and playing together in a mature fashion. They wander around with smiles on their faces and are eager to participate.

Most children progress well and demonstrate obvious enjoyment in what they do. Staff observe and record, often using photographs, the achievements of the children. These observations help guide the planning of the next steps in their learning. The planning documentation whilst clear, gives an overarching learning development point for each area of learning. It does not precisely identify the finer learning points and consequently, progress for children slows.

The children demonstrate an outstanding knowledge of how to remain healthy and keep safe. They recognise that to eat fruit is healthy. Younger children enjoyed their exercise when dancing and singing during effective 'mini-musical' moments. One boy readily recognised the need for the washing of hands on returning from the pond. The children make an excellent contribution to the community. They share resources very well and take turns without argument. The introduction of non-chemical cleaning materials has allowed the children to safely participate in clearing up after sessions. They do so readily.

Children achieve well because adults use some good questioning techniques. For example, one child was dressing up and was guided, through questioning, to explore how they would behave in that role. However, on occasions, the adults could revisit and challenge the children more to think even more deeply about their answers. The children eagerly access the activities, whether outdoors or indoors. There was obvious learning and stimulation during the activity that involved role playing in the play boat.

The provision's attention to detail and their commitment to promoting the independence of the children are obvious. At one level, it can be seen in the arrangements for curtaining the external doors so that the children can easily access the outdoor area, and yet heat can be efficiently kept in. At another level, children were encouraged to practise their writing skills by making marks on the chalkboard or when they drew shapes in the sand. During such activities the children cooperate with each other well. They share resources readily and through such team working opportunities and their work with computers and robots they are well prepared for the next steps in their education.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met