

Fit N Fun Kids

Inspection report for early years provision

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Inspector

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Type of setting

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

Fit N Fun Kids is run by a limited company. It operates from its own premises on Tregonigge Industrial Estate on the outskirts of Falmouth, in Cornwall. A secure area is used for outdoor play activities. The premises are accessible. The nursery is open each weekday from 7.30am until 6pm for 51 weeks of the year, closing for Christmas and Bank Holidays only. A maximum of 75 children in the early years age range may attend the nursery at any one time. There are currently 110 children attending who are within this age group. They live in surrounding towns and villages and some children also attend local childminders, pre-schools and early years units of local primary schools. The nursery also offers care to children aged over five years to 11 years. The nursery is registered by Ofsted on the Early Years Register, compulsory and voluntary parts of the Childcare Register. The setting is in receipt of funding for the provision of free early education to children aged three and four. The setting supports children with special educational needs and/or disabilities, and children who speak English as an additional language. There are 25 members of staff. All but 3 have early years or play work qualifications to NVQ at Level 2 or 3. Five staff are currently working towards a qualification. The setting receives support from Cornwall Council's Children, Schools and Families Directorate and is a member of 4Children and the National Day Nurseries Association. In 2010, the nursery achieved the Gold Standard Investors in People Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Team work and friendly yet professional relationships established between managers, practitioners, children and parents are a key strength in this nursery and contribute to children's happiness, their individual well-being and how effectively they learn and develop through well-planned play. Dedicated managers and staff reflect routinely on their practice, identify most areas that require improvement, and know how to plan and provide an enabling, inclusive environment for young children in liaison with parents, local schools, most other early years providers and supporting professionals. Therefore, the nursery's capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- improve hygiene routines to protect children from cross infection, in this instance by checking that all resources are clean before children use them and providing suitable hand washing facilities

- extend how the views of parents and other providers who share care responsibility for children are sought to influence the setting of targets for children's next steps in learning and development.

The effectiveness of leadership and management of the early years provision

Relationships throughout this well-organised and managed nursery are respectful and friendly. Parents describe the atmosphere as being 'like a big family' where they can leave their children and 'relax knowing they are happy and well-cared for'. Settling in procedures include home visits, free stay and play sessions, and invites to remain on the premises as long as required to assure children's sense of security and well-being. Parents celebrate how well their children learn new skills such as potty training and are highly supportive of all the staff and the help they receive from them. There are effective procedures in place for identifying and meeting the needs of children who need extra help in liaison with other agencies including qualified teachers from the local Children's Centres. All the required policies and procedures to safeguard children are in place and reviewed regularly. Rigorous recruitment and vetting procedures and forward action planning makes sure children are safeguarded from harm and that staff update their skills where required. Detailed risk assessments and daily checks on the premises and equipment minimise the risk of harm to children. Ratios are met well to meet the emotional well-being of children. Some hygiene routines are not always rigorously implemented, for example, fabric covers are not always laundered promptly when they become soiled, outdoor equipment is not wiped clean before children go out to play, and occasionally children wash their hands in a shared bowl of water.

Since the last inspection, there has been some good progress. Additional resources, displays, the routine use of sign language and key words from the home languages used by children help all families feel welcome and valued. Managers and staff are ambitious for the nursery and the children they care for and keen to drive improvement. Self-evaluation involves all staff and parents. Actions taken and currently in progress at the nursery will provide additional child-centred play spaces and easier access to the premises and free-flow play outdoors for most age groups. Religious and cultural events such as the Nativity play, charity fun days and visits to places of interest such as the Maritime Museum provide opportunities to share local experiences and learn about the wider world. Parents are fully involved; they complete chat wheels and questionnaires, share achievements and sometimes contribute to targets for next steps for their children. Partnerships with other pre-schools and childminders who share care responsibility for children are established but not always used effectively to influence the setting of targets for next steps to assure consistency. Staff use their observations and some times information gathered from home informally to influence the next week's plans and provision of resources to help children make progress. They carefully monitor children's achievements with photographs and examples of children's work which illustrate children's achievements in their learning journals. There are some very good links with the primary schools children move on to therefore transition into school is seamless and assures children's inclusion, well -

being and future success.

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

Children make good progress according to their starting points because there are many interesting and stimulating activities planned to meet the needs of the children. Children are happy, develop a strong sense of community and belonging and as a result, behave extremely well and show high levels of confidence and self-esteem. Children are cared for alongside children of their own age in base rooms equipped specifically for their stage of development. They also have planned and spontaneous opportunities throughout the day to mix with older and younger children. Babies and toddlers stop and wave as older children pass down the corridor and stop and chat to them. Staff interact effectively with children, listening carefully and responding positively to what they have to say, building respectful and caring relationships. Children make space for one another at circle time, listening and joining in attentively to stories, songs and rhymes that include opportunities for children to count, use sign language and learn action rhymes.

Children are skilful communicators. Right from the start they enjoy conversations with key workers who copy their babbling sounds and encourage correct use of new words and language as they play. They make marks and draw attempting to write, with many older and more able correctly scribing their names on their work. Children join with others making up their own stories by adding their own ideas to the sequence of imagined events. Children are superbly confident and gain a sense of self-respect through the part they play in managing routines such as dispensing and pouring their own drinks and clearing away their plates after meal times. Healthy eating is part of planned activities such as making vegetable soup and fruit salad. Meals and snacks prepared on the premises provide healthy and varied options with respect for dietary needs. Although they learn some good hygiene routines these are not consistently organised to minimise the risk of cross infection. Safety is given high priority in the setting. Doors are locked and access to the premises monitored. Children learn to keep themselves safe as they learn how to handle tools such as scissors and knives adeptly, take part in regular fire drills and planned activities that raise their awareness of issues such as stranger danger.

There is a good balance between activities led by adults and those children choose for themselves. Although the outdoor area is not currently readily accessible to all children, it is used daily to make sure children enjoy their time out in the fresh air which promotes their sense of well-being. The rumpus room also provides indoor space where children develop strength and love of exercise as they dance, climb in and out of the ball pool, slide and bounce about on a space hopper. As a result of their time at the setting and especially the positive relationships, children develop all the skills they need for the future according to their starting points and abilities.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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