

The Fun Factory

Inspection report for early years provision

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Inspection date	19/04/2011
Inspector	Lisa Cupples
Setting address	104 London Road, CAMBERLEY, Surrey, GU15 3TJ
Telephone number	01276 469 469
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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

The Fun Factory first opened in 2005. It is a privately owned full day care provision, located within a large residential house in Camberley in Surrey. The nursery is within walking distance of local shops and transport facilities. Children have access to both ground floor and upstairs rooms; these include six playrooms, one of which is used for creative play. There is a designated sleep area for the babies and off street parking for bringing and collecting children. There is an enclosed secure garden available for outside play.

The nursery is registered to provide care for a maximum of 48 children aged under eight years at any one time; of these, not more than 21 may be aged under two years. There are currently 69 children in the early years age range on roll. The nursery is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery opens Monday to Friday from 8am to 6pm, 51 weeks of the year. Children can attend for a variety of sessions or full day care.

The nursery employs 14 members of staff, including the owner; of these, eight members of staff hold appropriate early years qualifications and six are currently working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make outstanding progress in relation to their starting points, capabilities and interests. A wealth of exciting and challenging learning opportunities are offered so that all children can equally experience the challenge of problem solving, making decisions and thinking critically within a unique and rich learning environment. Outcomes for children are significantly enhanced by staff's excellent knowledge and understanding of how to nurture and meet each child's needs. Staff are highly successful in supporting both children and their families. The nursery leaders are enthusiastic and have consistently high aspirations for all children. Overall, strong organisation, leadership and management, and rigorous self-evaluation are key strengths within the nursery and are used very successfully to secure the best outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- re-organising the lunch time routines to ensure children are interested and stimulated during the 30 minutes immediately following their lunch
- further developing the information shared with other providers of the Early

Years Foundation Stage to increase support for those children who attend other early years settings.

The effectiveness of leadership and management of the early years provision

Staff have a comprehensive awareness of how to protect children. They receive regular training on safeguarding and work proactively and effectively with both parents and other agencies when necessary. Employment and checking procedures are extremely thorough to ensure all adults working with the children are suitable to do so. Comprehensive risk assessments and safety checks are maintained to the highest level, ensuring children enjoy an extremely safe and secure play and learning environment. Overall, the strong organisation, leadership and management and rigorous self-evaluation are key strengths within the nursery. However, for a short period after lunch the daily routines do not always run smoothly, with staff deployment less effective than at other times of the day. Those in charge have an extremely positive 'can do' attitude, which inspires and gives confidence to all those working in the nursery. The setting is led by the owner and a well-qualified manager who is in charge of the day-to-day operation and effectively steers and monitors the nursery. The nursery has an excellent staffing team who benefit from high levels of training. There is a sharp focus on improving standards and very good quality assurance systems that ensure future plans for children are effective and sustainable. As a result, the nursery has made exceptionally good progress since the last inspection and all the previous recommendations have been addressed in full.

Staff show an exceptional commitment to treating children as unique individuals and meeting all their needs. They develop very close relationships with children's families and good links with the community and professionals from a range of different agencies. However, the systems to share information with other providers of the Early Years Foundation Stage are still developing to ensure children who attend other early years settings receive consistent and complimentary care, play and learning. One to one support and small group work ensures children with additional needs make excellent progress and careful planning of resources ensures learning activities are open and accessible to all children. The nursery's Special Educational Needs Coordinator (SENCO) is highly confident and fully trained; they drive improvement by cascading information to all staff, modelling good practice and helping to design programmes to support individual children.

There is a very strong sense of belonging within the nursery, which is evident from the high levels of involvement from parents and children. Parents are enthusiastic and highly complementary about the nursery and highlight the positive impact it has on their children's lives. They share information about their children through such things as an 'All about me' form and are fully welcomed into the setting. Staff work hard to involve parents in their child's learning and development; for example, key workers share children's achievements during daily discussion and at parent open evenings. All parents have access to their children's records at any time and are kept extremely well informed about their children's progress. All policies are developed, monitored and evaluated through an excellent level of

involvement from staff, parents and children. They clearly set out how children will be cared for and ensure parents are kept well informed at all times.

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

Children make excellent progress in relation to their individual starting points. They show great curiosity and want to explore new things. Children show exceptional levels of confidence and self-esteem. They willingly help with simple tasks; for example, tidying away resources when they have finished with them, taking messages to staff or helping take the register. They thrive on praise and encouragement and this is a key aspect of their successful learning. There is a high emphasis placed on using the outdoor environment to promote children's learning; they use drain pipes, wheel barrows, hammers, explore with natural materials, have water play and planting as part of their everyday experiences. Staff are extremely skilled in knowing how to unlock children's potential. They give children opportunities to develop trust and autonomy, embrace new challenges, take risks and act with initiative. Steps taken to develop children's communication skills are highly commendable and include the use of signs, gestures and words in different languages. These are used particularly well to support children who have not yet developed their language skills or who speak another language at home. Outstanding observation and approaches to planning are extremely flexible; for example, the children are regularly involved in making decisions about what they want to do and in planning their own future learning experiences.

Children are independent, recognise their own achievements and are enthusiastic about all aspects of their learning. They arrive eagerly, collect their name card to self-register, hang up their own coat and enthusiastically join in with conversations about what they will do that day. There is a strong focus on developing children's social, communication and language skills and circle time. Staff are effective in helping children to learn to talk in turn and listen carefully to each other. Children gain enormous satisfaction in learning and practising a wealth of new skills; such as, building bridges and tracks from drain pipes. They dig, plant and tend plants and vegetables. Children often show exceptional skill and creativity as they play and learn, negotiating characters and cooperating extremely well during role play activities. Outside learning areas are quite exceptional and provide the right conditions for fully supporting the different learning styles and fascinations of both boys and girls.

Exceptional outcomes are achieved for children due to the wide range of steps taken to ensure they have a healthy lifestyle, know how to keep themselves safe and learn to care for each other and their environment. Children show an excellent understanding of how they should behave and what they need to do in order to keep themselves and others safe; for example, they know they must not run inside and are quick to pick up resources that fall on the floor. Children practise regular fire drills with staff. Older children are able to explain exactly what happens during a drill, showing an excellent understanding of the procedures to follow in the event of an emergency evacuation. A rich range of learning experiences help children

learn how to lead a healthy lifestyle; for example, they enjoy a selection of healthy snacks, see colourful posters that remind them about the importance of eating five fresh fruit and vegetables a day and help to grow tomatoes and beans in the nursery garden. Children sit with their friends to enjoy stimulating meal times, talking about their favourite foods and the types of food that are good for them.

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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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
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	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1

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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