

House Of Fun Nursery

Inspection report for early years provision

Unique reference number	EY239628
Inspection date	06/06/2011
Inspector	Lindsey Cullum

Setting address	House of Fun Nursery, 45 Longs Industrial Estate, Englands Lane, Gorleston, Great Yarmouth, Norfolk, NR31 6NE
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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 House of Fun Nursery opened in 2003. The nursery is privately owned and operates from purpose built premises near the centre of Gorleston, in Norfolk. The children are divided into five group rooms which have access to suitable facilities. Children have access to a large indoor hall, sensory room, library and restricted access to an outdoor area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 184 children between the ages of three months and under eleven years, may attend at any one time. There are currently 243 children within the Early Years Foundation Stage on roll and the nursery is in receipt of government funding for nursery education. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is open each weekday from 8am until 6pm, all year round with the exception of Bank Holidays and a few days over Christmas. The setting also offers before and after school care plus holiday clubs during school holidays for children up to eight years of age. Overnight care is not provided. Children and families who attend travel from the town and surrounding area. Children attend for a variety of sessions each week.

The nursery employs 35 childcare staff. Of these, 32 hold appropriate early years qualifications. Three staff are working towards a qualification. The nursery is part of the Norfolk Quality Assurance Scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children experience good levels of care and make positive progress in their learning and development. They benefit from an inclusive range of play opportunities that are planned and organised generally well to meet individual children's needs and interests. Most of the required records are in place and reviewed regularly. Staff build effective partnerships with parents and others who provide care and learning for the children to ensure children are consistently supported. The nursery demonstrates a sound commitment to continuous improvement and constantly strives to improve the learning outcomes for children.

What steps need to be taken to improve provision further?

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

- review the daily routine to ensure that systems are flexible enough to respond to and meet the needs of individual children and enable children to initiate and develop their own ideas
- update registration forms so these clearly identify who has legal contact and who has parental responsibility for the child and that parents' consent to the

seeking of emergency medical advice or treatment for children is clearly recorded

- review and develop further the system for early observation of new children so that starting points are clearly identified.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as staff have an up-to-date understanding of child protection issues. They attend regular training in safeguarding to ensure they are able to recognise the signs and symptoms of abuse and know how to report concerns. All staff undergo enhanced Criminal Records Bureau (CRB) disclosure checks. This helps to ensure that all those working with children, or having contact with them, are suitable to do so. Ongoing suitability is monitored through the appraisal system. The premises are secure to prevent unauthorised access or children leaving the premises unsupervised. Detailed risk assessments are in place for the premises, equipment and specific activities and daily checks are conducted to minimise the risks to children and to ensure the nursery environment is safe. Furthermore, thorough risk assessments are undertaken prior to any outings, ensuring risks are identified and appropriate action taken. All documentation is clear and accessible. However, the children's admissions forms require updating to ensure they contain all the required information and consents from parents to fully comply with the Early Years Foundation Stage requirements so that children's well-being is not compromised.

The nursery is well maintained and welcoming to help children settle happily. Displays of children's artwork and age-appropriate resources create a child-centred environment and promote children's sense of belonging. Younger children are cared for in a spacious unit, providing scope for a variety of activities and enabling staff to cater for individual needs. Babies can rest and sleep as part of their own routines whilst others continue to play. Alongside the group rooms children have access to a large indoor hall, library area and restricted access to outdoor play space. Each room has timetabled access to these areas throughout the day, however, the organisation of the daily routine does not allow sufficient flexibility to meet children's differing needs and enable children to develop their own ideas. For example, staff do not deviate from the timetable to maximise opportunities for energetic children to be physically active outdoors, or in the large hall, and staff are not sufficiently flexible to enable children to fully complete creative activities. This limits the opportunities children have available to initiate and develop their own ideas and engage in sustained play.

The nursery owners, manager and staff team work to clear aims for the children's care and learning at the nursery. The setting works effectively to monitor and evaluate the provision and the management team are clearly aware of their strengths and areas for further development. Written, ongoing action plans actively support the setting in driving through continuous improvements. For example, the outdoor area has been significantly developed to enhance the opportunities children are provided with to explore, investigate and learn about the natural environment. Staff demonstrate a firm commitment to training and furthering their

own professional development. Ideas from training courses are regularly shared throughout the staff team, tried out and fully implemented if successful.

The staff team are dedicated to working in close partnership with parents. A comprehensive range of written and verbal information is available, ensuring parents are able to fully understand the expectations of the Early Years Foundation Stage and how these are promoted within the nursery. Parents are encouraged to share and contribute to their children's assessment records and have regular contact with their children's identified 'key person'. Parents also value the updates they receive via newsletters and the website plus informative displays throughout the nursery. The staff show a good commitment to identifying any child's need for additional support, sharing information with parents and inter-agency teams. As a result, outcomes for children with special needs and/or disabilities are good and staff take effective steps to ensure children receive the direct support they need to be fully included. Effective links are being established with local schools which help older children to prepare for moving to a new environment.

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

Children are secure and settled in the nursery. Those that take longer to settle because they are new are reassured well by staff until they gain their confidence. Staff form genuine bonds with children, particularly their key children and undertake, as much as possible, any personal care of these children. Key workers know their key children well. They make regular observations of what the children can do and evaluate these against the six areas of learning to identify children's next steps. Staff make effective use of their observations to base activities on children's interests, therefore children become actively engaged. Detailed discussion with parents and settling visits help staff to gain information about children's starting points, however, a system for the early observation of new children is not fully in place to ensure a firm foundation is established for future learning.

A good range of age-appropriate resources are accessible to children in each group room and children are encouraged to select resources they would like to play with, promoting their independence. However, due to the high degree of movement of both staff and children within the nursery to access different areas, at times children do not have the time and space to concentrate on activities for any extended period to support the development of their critical thinking. Older children communicate confidently with staff, telling them about their experiences. They also communicate well with each other, forming friendships and sustaining conversations during their play. Babies are quick to vocalise and younger children's vocabulary is extended through the use of sounds, gestures, songs and books. Nursery staff are trained and use 'Tiny Talk' signing. Some older children happily demonstrate their confident use of signs as they sing songs about rainbows. All children are developing a love of books. From an early age, groups of children go to the library area and enjoy listening to a story or looking through a self-chosen book. Story sacks containing puppets or props enable staff to bring stories alive and encourage children's participation. Children select a book to take home and

share with their parents at home which also enhances the links between the nursery and home life. Mathematical language is encouraged and children are helped to recognise shape, size, measure and count through everyday activities. Babies and younger children particularly enjoy exploring the contents of various treasure baskets, feeling the texture of different materials and objects. Children are encouraged to explore and investigate both indoors and outside. They learn about the different properties of sand and soil as they dig and experiment with wet and dry sand. Dried pulses in large trays create exciting sounds for babies as they move them around with their hands and older children begin to pour and measure. The garden area is used to promote children's understanding of the natural world. Children are involved in planting and growing activities, have created an area for insects so these can be observed and explore natural materials, such as, shells or stones within the sensory garden. They use their imagination and hand to eye co-ordination as they chalk, paint, draw, colour and stick, taking great pride in their work. Children receive frequent praise and encouragement and their confidence blossoms. Babies enjoy the delights of the sensory room, being quickly encapsulated by the range of light, sound and movement in the room which they fully explore.

Children behave well. They are considerate of each other from a young age and cooperate well together. For example, they negotiate who will ride the bike and who will sit in the trailer. During group times older children are given the opportunity to share their own news and views and are encouraged to listen to each other. This helps children to respect the needs of their peers and supports development of skills they will need in the future. Children are beginning to develop an understanding of the wider world as they access resources that are representative of diversity and also celebrate different festivals throughout the year. Children are encouraged to behave appropriately in order to keep themselves and others safe. For example, they learn how to use scissors safely, know to use their 'walking feet' as they move around the nursery and learn to manage the garden steps safely. Good emphasis is placed on supporting children to lead healthy lifestyles. Children are actively involved in meal times, helping to set the table and serving themselves to cold foods such as salad. They enjoy healthy, balanced meals freshly prepared each day by the cook and all dietary needs are taken into account. Staff use meal times to engage children in relaxed conversation and encourage them to think about healthy eating principles. Drinks are accessible to children at all times so children remain well hydrated. Everyday routines encourage children to develop good personal care and hygiene routines, for example, children independently wash their hands before eating and clean their teeth after meals. Children know when they need to rest or sleep and seek comfortable cushions for a quiet rest or settle quickly to sleep on small beds or in cots. Planned time in the large hall provides children with opportunities for energetic exercise as they run, play games with balls or the large parachute, climb, slide and ride small wheeled toys with increasing coordination. Babies are regularly taken out for walks in buggies and have a secluded area in the garden so they benefit from regular fresh air.

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	3
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	2
The extent to which children make a positive contribution	2
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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