

# Fun-2-Sea Nursery

Inspection report for early years provision

---

**Unique reference number**

EY414286

**Inspection date**

09/08/2011

**Inspector**

Liz Owen

**Setting address**

Brampton Abbots C of E Primary School, Brampton Road,  
Ross-on-Wye, Herefordshire, HR9 7DE

**Telephone number**

01989 762 862

**Email**

prj76@hotmail.co.uk

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Fun-2-Sea Nursery is one of three privately owned childcare settings it was registered in 2011. The setting operates from rooms within Brampton Abbots C of E Primary School. It serves the local area in Ross-on-Wye. There is a fully enclosed courtyard and children have access to the school outdoor play area. The setting opens Monday to Friday all year round. Sessions are from 7.45am until 5.30pm. Children are able to attend for a variety of sessions.

The setting is registered for a maximum of 30 children under eight years, with no more than 23 children in the early years age range at any one time. There are currently 50 children on roll who are within the Early Years Foundation Stage (EYFS). The setting also offers care to children aged over five years to eight years, taking children before and after school and during the school holidays. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs nine members of childcare staff. Of these seven hold appropriate early years qualifications, including one with an Early Years Professional Status. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is generally well organised, led and managed. The nursery works well with parents, other settings and agencies, creating an inclusive environment for children and families. Most procedures, policies and records are well maintained, which contributes to the safety and development of the children. The Foundation Stage curriculum enables children to make good progress overall. Systems to evaluate the quality of the provision are sound and involve staff and parents in raising standards and improving outcomes for children.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure the certificate of registration is displayed at all times (Documentation) (also applies to both parts of the Childcare Register). 24/08/2011

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

- ensure all areas of Learning and Development are equally delivered to support a rounded approach to children's development, this specifically relates to physical development.

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

Safeguarding procedures in relation to child protection and maintaining a safe and secure environment for children are effectively managed. Safeguarding and Common Assessment Framework (CAF) training has been undertaken by staff. Safety policies and procedures are implemented effectively. Recruitment and employment procedures are efficiently managed; suitability checks are carried out and regularly reviewed. Security arrangements are robust in relation to the premises and clear collection procedures ensure children are only allowed into the care of authorised persons. Daily visual checks and written risk assessments are used to identify potential safety hazards. Children's good health is promoted effectively because procedures in relation to administering medication, managing accidents and maintaining hygiene standards are in place. Comprehensive written policies and procedures are available for parents and staff and are used to support the day-to-day organisation and management of the nursery. However, the correct registration certificate is not displayed for parents. This is a breach of the welfare requirements but does not have an impact on the care of the children.

The premises are safe, secure and well maintained. The nursery playroom is welcoming to children. The extensive range of good-quality resources and activities are organised so that children can make independent choices and decisions and have appropriate space to play. The staff make effective use of the patio play area and the school playing fields for physical activities and for children to get fresh air and exercise. Staff are well deployed, they understand their roles and responsibilities and work well together as a team. Their professional development is valued and they have good opportunities to access training; resulting in a well-qualified staff group. The key worker system enables staff to support children and families effectively. Regular staff meetings and staff appraisals ensure information relating to children's development is shared effectively and enables staff to contribute their ideas and suggestions to the ongoing development of the nursery. The views of parents are also sought and taken into consideration as part of the self-evaluation process. The owner makes good use of a range of monitoring tools, including local authority quality assurance and mentoring schemes, to review and improve the quality of provision within the nursery.

Parents and carers are made welcome within the nursery. There is a good two-way sharing of information with all parents, including those with English as an additional language. Parents are provided with all relevant information about the organisation of the nursery. For example, they receive a prospectus, newsletters, policies and procedures and information on the curriculum and their child's development. The nursery works well in partnership with the local children's centre, supporting families and directing them to other agencies and services where appropriate. The nursery is developing ways to encourage parents to

support their child's learning at home and to contribute information that will help staff to even more effectively plan activities around children's individual needs. Information is shared between other settings children attend. The nursery is committed to developing effective partnership working with other practitioners.

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

Children are making good progress in developing early foundation skills. Their learning is well supported by staff who have a good understanding of the Early Years Foundation Stage and child development. Children are provided with a rich, generally well-balanced curriculum which promotes active learning. The systems for planning activities and carrying out observations and assessments of children's progress are mostly well organised. Children are grouped according to age and ability and activities are planned around their individual interests and stage of development. However, the records relating to one key group of children are not efficiently managed. There is no reference in children's assessment records to their physical development. Consequently, parents are not fully informed of their child's development and information is not effectively carried through to children's next steps and planning in relation to this area of learning.

The staff demonstrate an exceedingly good understanding of children's individual needs and characters. They interact well with the children, helping them develop their sense of belonging and security as they talk to the children about their family and experiences. This information is also used to plan activities relevant to the children. For example, the role play area was setup as a travel agents with a display entitled "Around the world" consisting of a large aeroplane and images of people from different countries. This was based on a child's experience of going on holiday in an aeroplane. This enabled children to talk about their own experiences of their holidays and their knowledge and understanding of the wider world. Children respond well to the questions used by staff which helps them to become critical thinkers; to find solutions and offer ideas themselves. For example, children demonstrate their problem-solving and reasoning skills as they fill and empty containers in the water tray. They work out which container holds the most water and use language associated with number and measurement in response to the questions posed.

Children's enjoyment of books and stories is fostered using many activities. Children enjoy looking at books and having stories read to them. They demonstrate their understanding of the stories and use their creativity to make displays and models. Children use natural materials, such as leaves and sticks to create objects associated with the story "The Stick Man". Activities are planned into the curriculum that helps children learn about similarities and differences. They celebrate a range of religious and cultural events and use resources that reflect diversity. Children for whom English is an additional language receive a good level of support. Staff help children to communicate by learning words in children's home language and use good strategies to help them develop their understanding and use of the English language. Children develop their skills in

using technology. They have access to resources, such as a computer and an interactive whiteboard, and displays of photographs taken by the children show their developing competence in using a camera.

Children are taught the importance of good behaviour, to be caring and considerate individuals. The "Golden rules" of behaviour are displayed giving a positive message to the children. They understand the days routine and take responsibility for tasks such as tidying away toys. The staff manage children's behaviour appropriately, using positive strategies to engage with the children and promote good behaviour. Children learn to care for living things as they look after giant land snails.

Children learn the importance of healthy lifestyles based on exercise, healthy eating and learning about personal hygiene. Healthy snacks and regular drinks are provided so that children remain well nourished and hydrated. Activities, such as fruit tasting, enable children to try different foods and to talk to staff about the foods they like. Children have time to be physically active and times for rest and relaxation. The routines of the youngest children in the baby room are followed, which promotes their health and well-being. Staff in the baby room concentrate on developing the babies emotional and physical development in readiness for the transition into the main play room. Children are well supervised at all times, they are taught how to use tools and equipment safely. They learn about wider safety issues, such as fire safety as they take part in evacuation procedures.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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
--	---

### 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	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

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Documentation). 24/08/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Documentation). 24/08/2011