

Fun 4 Tots

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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.

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 4 Tots registered with a new owner in 2011. It is a privately owned nursery offering childcare from birth to eight years. It operates from a detached, two-storey building in Ossett, near Wakefield. All children have access to enclosed outdoor play areas. There is a parking area at the rear of the property and parents use this route to enter the nursery. The nursery provision is open weekdays throughout the year from 7.30am to 6pm and it is closed on bank holidays. The provision is closed for one week at Christmas.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The provision is registered to care for 39 children under eight years, of whom 39 children may be in the early years age range. There are currently 36 children on roll on the Early Years Register, of whom seven receive funding for early education. There are no children on roll on the compulsory and voluntary parts of the Childcare Register. The provision supports children whom speak English as an additional language.

The proprietor currently employs six full-time staff, including the manager and one part-time staff member. There is a cook. Six staff hold appropriate early years qualifications and one staff member is currently training for an appropriate early years qualification. The nursery manager is working towards an Early Years Foundation Stage Degree. Currently, there are two students and one volunteer working at the nursery. Apprenticeships are also considered. The nursery receives support from the local authority and they have attained a five star gold food hygiene award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Early Years Foundation Stage is effectively promoted overall and there are some aspects of the provision that are outstanding. This means that children are safeguarded extremely well as they investigate fun activities that keep them motivated and therefore, they make good progress with their learning overall. Children's individual interests are considered well, supporting their overall welfare. Partnerships with parents and with other professionals are good overall, in supporting the children's welfare. Monitoring systems for the provision ensure good ongoing continuous improvement and therefore, the outcomes for children are positive.

What steps need to be taken to improve provision further?

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

- extend opportunities for parents to contribute to their children's learning and development profiles

- extend the information available, to clearly show the outcome of the regular reviews of children's developmental progress and to ensure all aspects of learning are covered and to provide clarity to parents.

The effectiveness of leadership and management of the early years provision

Highly effective systems keep children protected. For example, all the staff have a suitable Criminal Record Bureau check. All staff are up-to-date with child protection training and they demonstrate an excellent knowledge with regard to their role in safeguarding children. Security systems are extremely good. For example, staff follow vigilant routines to ensure children cannot leave the premises unsupervised and to ensure there are no unauthorised persons entering. The organisation of resources and space is excellent overall. Staff are deployed very well within the provision, ensuring children receive the support they need to promote their well-being. The staff and management support equality and diversity effectively, for example, the environment is welcoming to all children and is arranged to make a clear statement that diversity is embraced and celebrated.

Children are effectively supported as partnerships with the parents are good. For example, clear information is gathered before children attend the setting with regard to the children's individual routines and likes and dislikes. In addition, the children's routines are reviewed with the parents after six weeks to ensure children's needs are met. The children's learning profiles are available to share, however, this system is not yet fully maximised to extend opportunities for parents to contribute regularly to their children's learning and development profiles, to extend progress. In addition, parents have access to a broad range of information to keep them informed of how the provision operates, such as through monthly newsletters, policies and procedures. The provision has established some effective links with other provisions and professionals in the local area to support children's transition to these settings in the future and to promote their overall welfare well.

Systems in place for monitoring and evaluating the provision are effective in ensuring requirements are met and that practice is reflected on. This results in the management and staff maintaining good ongoing continuous improvement, supporting the children's well-being and their learning progress effectively. Although, this is the first inspection with a new provider, the provision has retained many of the previous staff, whom have made some positive improvements. For example, systems to support parents have been extended, through providing regular monthly newsletters and gaining the parents views through questionnaires. These questionnaires are being used positively to make improvements, such as how to provide more information to parents at the end of the day. In addition, the provision has now joined a group in the local area to promote partnerships with other settings, to support children's transition in the future. These improvements support children's, well-being and promote inclusive practice effectively.

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

Children and babies are developing well overall, with their learning, because the staff have a good understanding of how to support children in their play. For example, young babies enjoy exploring different textures of materials and they are interested as they investigate the bottles that are filled with different coloured water, sparkly objects and objects that make sound. Babies' learning is effectively supported by staff at snack time, for example, they sit in a group and look at pictures of fruit. The staff member helps the babies recognise them and they find the picture of the fruit that they are going to eat. Children over two and under three years old, are developing their small physical skills well as they competently use different tools, such as a rolling pin during exploring play dough. Staff help children compare shapes and children receive praise as they name the shape, supporting their emotional well-being effectively.

Children over three years old recall their bonfire night experiences. They have great fun outdoors as they choose musical instruments and using them competently make the sounds of the fireworks. They use the space to move in the shape of the fireworks. Children are motivated at this time, effectively supported by staff members whom encourages children to make different sounds and movements. Children develop skills for the future extremely well in this setting, for example, all ages of children and babies have many opportunities to use toys that they have to work out how to operate through pressing and turning dials, or using equipment, such as cameras. Children demonstrate a strong interest in using computers and demonstrate excellent skills in operating the mouse through different programmes. Children make decisions, such as choosing when they wish to have a drink or snack. All children use resources that are of very good quality and that are arranged extremely well to support children in their learning. The environment is bright and vibrant, full of low-level labelling, to support children's understanding of the meaning of words, including the baby room where the babies can view and handle text when they wish.

The observation systems in place, work effectively to support children with their progression towards the early learning goals. For example, activities are planned to help children extend problem solving skills, physical skills and early reading and writing skills. In addition, progression is successful as challenges are created during activities, such as through making the computer game harder to keep children fully motivated. However, although, children's progress is monitored, the information available is not always maximised to clearly show the outcome of the regular reviews of children's developmental progress and to fully ensure all aspects of learning are covered and to provide full clarity to parents.

Children are developing an excellent understanding about staying healthy. For example, the children are very clear why they need to wash their hands. They eat five fruit and vegetables a day at the provision. In addition, healthy eating is promoted highly effectively within the provision at other times, such as through activities and discussion. Children receive regular fresh air and exercise to keep them healthy in the outdoor area, where they can develop their physical skills,

such as balance as they explore the tyres or they can explore the sensory garden.

Children stay safe effectively. For example, they respond well to adults requests, such as to tidy up and sit down for dinner. They behave well and move around the environment freely and smile frequently. Children are starting to learn the importance of safety through practising the fire evacuation procedure and they learn boundaries, such as to ask to go to the bathroom, so they can be supervised appropriately. Children are learning about the wider world and diverse communities effectively overall. For example, there are many resources and imagery in all rooms available to promote positive messages to all children regarding the differences in peoples lifestyles. Children learn about different cultural festivals, by celebrating them, such as Divali and Chinese New Year. In addition, children's learning about diversity is extended well through activities, for example, children learn about different buildings, such as houses, a Mosque, the London eye and a Jewish synagogue.

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	1
The effectiveness with which the setting promotes equality and diversity	2
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

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	1
The extent to which children make a positive contribution	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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